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ABSTRACT

This unit on Parenting, one of several modules designed for instructional use at the 11th and 12th grade levels, is part of a series representing selected elements of a Family Relationships and Parenting Education semester-long course. The materials in this instructor manual, designed to equip students with the knowledge and skills needed for dealing with adult parenting roles, contain five instructional units: (1) Parenting Defined; (2) Considering Parenthood; (3) Developmental Stages in Parenting; (4) Social Responsibility for Parenting; and (5) Career Development. Each instructional unit includes measurable objectives and an outline of suggested activities for accomplishing specific objectives. Information sheets containing essential facts for the teaching of a unit are provided for each unit, along with assignment sheets and answers, transparency masters, and job sheets. A test is included at the end of each unit to measure student attainment of specific objectives; answers to the tests are also provided. (NRB)

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HE-47-I
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FAMILY RELATIONSHIPS AND PARENTING EDUCATION

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WITH SPECIAL EMPHASIS ON

PARENTING

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PARENTING

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FOREWORD

The concept "parenting" has assumed new meaning in today's society. Children are one of our most precious resources. Yet, in developing countries, as well as in the United States, many children are inadequately housed, clothed, fed, and educated. Home economics education strives to counteract these negative forces. By educating young men and women to the responsibilities of parenthood, the field endeavors to promote a positive environment for child rearing. Through such efforts the field contributes to the development of mature, healthy adults.

The purpose of this instructional unit is to prepare persons with the knowledge and skills needed for dealing with adult parenting roles. Emphasis is also placed on society's responsibility for improving the quality of life for children. By helping youth and adults review the critical decisions that need to be made prior to choosing to parent, those that accept the responsibility of child bearing and rearing will be better equipped to face their responsibilities more realistically. Those who choose not to parent will be more aware of career options available to them, should they choose to pursue employment in this area. Those who choose not to bear and rear their own children can still play a vital role by parenting the children of others.

The unit contains five component parts: 1) *Parenting Defined*, 2) *Considering Parenthood*, 3) *Developmental Stages in Parenting*, 4) *Social Responsibility for Parenting, and* 5) *Career Development*. When employing this unit in the classroom, it is recommended that additional instructional activities, media, and evaluation processes be incorporated into classroom instruction to increase the depth of study.

PARENTING

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TO HELP YOU USE THIS GUIDE

Instructors of "Family Relationships and Parenting Education" are encouraged to use this unit on "Parenting" in a sequence and time-frame most acceptable to the instructor and students. The unit is one of several modules designed for instruction at the eleventh and twelfth grade levels. Other units in the series include: *Dual Role - Sex Equity; Aging; Community Outreach; Conserving and Coping With Limited Resources; and Career of Homemaking.*

The units in this series represent only selected elements which are a part of "Family Relationships and Parenting Education" semester course. They do not reflect the total scope of the program. Additional information and supplementation will need to be made by the instructor at the local level.

INSTRUCTIONAL UNITS

Each instructional unit includes objectives, suggested activities, information sheets, assignment sheets, job sheets, transparency masters, a test and answers to the test.

OBJECTIVES

Each unit of instruction is written with measurable objectives. Measurable objectives are the means of stating the goals of a course in such a way that both the instructor and the student will know the changes in behavior expected to occur as a result of the instruction. In short, objectives are the means of providing direction and accomplishment for the students.

The unit objective provides an overall goal for each unit. Specific objectives state the performance of the student necessary to reach the unit objective. Before attempting to teach a unit, these objectives should be explained to students so they will know what is expected of them.

SUGGESTED ACTIVITIES

Each unit of instruction has a suggested activities sheet outlining steps to follow in accomplishing the specific objectives. The activities sheet relates the duties of the instructor to the particular unit. Instructors are encouraged to use additional activities such as those found in selected textbooks as a means of accomplishing the objectives.

INFORMATION SHEETS

The information sheets contain essential facts necessary for the teaching of a unit of instruction. These sheets should be given to the student. Assignments and transparency masters are correlated to information sheet sections to help match instructional content with appropriate learning activities.

TRANSPARENCY MASTERS

Transparency masters are charts, pictures or illustrations printed for use in making overhead transparencies. These are included in each unit. A transparency should be made from the transparency master to be shown on an overhead projector, or it may be reproduced and made available to the student as an information handout. Ready-made transparencies are available through the Instructional Materials Laboratory.

ASSIGNMENT SHEETS

Assignment sheets are provided which are coordinated with each unit. Answers to the assignment sheets are also included.

JOB SHEETS

Job sheets are step by step directions for actually doing occupational practices. They provide a list of tools and materials as well as give sequenced, illustrated procedural steps for getting the job done.

TEST

A test is included at the close of each unit of instruction to measure attainment of specific objectives.

COLOR CODE SYSTEM

The following key will help to identify each section easily by color:

White - Objectives, Suggested Activities and Transparency Masters

Green - Information Sheets

Gray - Assignment Sheets

Blue - Job Sheets

Yellow - Tests

Pink - Answers to Assignment Sheets and Tests

PARENTING DEFINED
UNIT I

UNIT OBJECTIVE

After completion of this unit, the learner should be able to match terms related to parenting to their correct definitions. The student should be able to identify some of the characteristics of each of the six basic family patterns. This knowledge will be evidenced by completion of the assignment sheets and by scoring at least 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the learner should be able to:

1. Match the terms related to parenting to their correct definitions.
2. Recognize that parenting occurs between individuals regardless of their age or kinship.
3. Recognize that parenting is a function of all persons in a society.
4. Identify the role of the family as a social system in which parenting occurs.
5. Identify two benefits for individuals living in an extended family.
6. Identify two myths associated with the nuclear family.
7. Recall three factors contributing to the increase in single parent families; state two strengths that may be more evident in one parent families than two parent families.
8. Describe one possible strength and one possible weakness in cooperative family living arrangements.
9. Describe one possible strength and one possible weakness for the communal family.
10. Identify three positive aspects for reconstituted or blended families.
11. Recognize that the family, regardless of the form it takes, is the major training ground for preparing people to function in their environment.

PARENTING DEFINED
UNIT I

SUGGESTED ACTIVITIES

I. Instructor

A. Provide learners with objective sheet.

B. Provide learners with information and assignment sheets.

C. Make transparencies.

D. Review unit and specific objectives.

E. Review information and assignment sheets.

F. Prepare learners for carrying out assignment sheets.

G. Give unit test.

H. Evaluate unit test.

II. Learner

A. Read objectives.

B. Study information sheets.

C. Complete assignment sheets.

D. Take unit test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objectives sheet

B. Suggested activities

C. Information sheets

D. Transparency masters

1. TM-I-1: The Extended Family
2. TM-I-2: The Nuclear Family
3. TM-I-3: The Single Parent Family
4. TM-I-4: The Cooperative Family

5. TM-I-5: The Communal Family

6. TM-I-6: The Reconstituted or Blended Family

E. Assignment sheets

1. AS-I-1: Family Patterns

2. AS-I-2: "Families" Game

F. Answers to assignment sheets

G. Unit test

H. Answers to unit test

II. References:

A. Books

1. Hawley, Nancy Press. "Families: The Context for Our Parenting." Ourselves and Our Children. New York: Random House, 1978.

2. Perry, John and Erna. Pairing and Parenthood. San Francisco: Canfield Press, 1977.

3. Satir, Virginia. Peoplemaking. Palo Alto, CA: Science and Behavior Books, Inc., 1972.

B. Articles

1. "Welcome the Arrival of Parenting in Home Economics." Illinois Teacher of Home Economics 23 (May/June 1980): 246-247.

C. Kits

1. "Parenting." New York: Butterick Publishing, 1976

2. "Parenting: Fathers, Mothers and Others." New York: J. C. Penney Company, Inc., 1975.

PARENTING DEFINED
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Cooperative family - Several families are involved in maintaining private living space and at the same time having access to a larger family experience in which some living space and certain activities are shared in common.

B. Communal family - Several families are living together in one large house or on the same piece of land rather than in separate units.

C. Extended family - Several related generations are living together under one roof.

D. Nuclear family - Two parents are living together with children.

E. Nurturing - The term refers to nourishing or fostering the development of others.

F. Parenting - The term refers to taking care of the needs and desires of another individual.

G. Reconstituted family - At least one parent has previously been married and has children from the previous marriage. (Note: Another term used to refer to this family is the "blended family.")

H. Single-parent family - Only one parent is living in the home.

II. Parenting occurs between individuals regardless of their age or kinship.

A. Nurturing relationships are essential in early childhood and continue to be important throughout life.

(NOTE: As people get older, typical roles may become reversed and the "child" becomes "parent" to the adult.

B. Parenting extends beyond the family into the community; e.g., day care centers, schools, individuals outside the family who are significant in providing a nuturing environment.

III. Parenting is a function of all persons in a society.

A. One faces choices each day in either helping or hindering the growth of those with whom one comes in contact.

B. Nuturing and parenting can flow among all persons, and not just in a traditional fashion from parent to child.

C. Education for parenting begins at birth and is ongoing.

(NOTE: Formal education however, such as classroom training, is usually very limited.)

D. Knowledge and skills obtained in preparation for parenting can contribute to job skills which enable one to be more employable.

1. Parenting skills used in the home can be used in the world of work.

2. Parenting skills can lead to satisfying careers.

IV. The family can be viewed as a social system in which the actions of each member affects every other member.

A. The family as a system or a whole unit is greater than the sum of its parts.

(NOTE: Families function through the interrelationships of each family member with every other family member. For example, when one family member has a problem, the family can view the stresses that may be evident and all work together to bring about a satisfactory solution to the problem.)

B. For parents who had painful family experiences as children, it can be reassuring for them to know that they can shape

their family life. It does not have to be like they knew it as children.

(NOTE: Through many small choices on the part of parents, a family style emerges, e.g., leisure-oriented versus work-oriented family, providing an environment in which parents and children interact.)

C. Families provide the training ground for learning to live with other people.

1. There is also reciprocal learning in that what one learns in outside groups may help in facilitating relationships within one's family and vice versa.

2. Sometimes problems outside the family are reflected in one's behavior within the family and vice versa.

D. Parents have complex family roles as they interact within the family on three levels.

1. They are the parents of their children.

2. They are the children of their own parents.

3. They are adults with their own interests and needs that have to be met by others within the family.

V. The first basic family pattern: The extended family is one in which several related generations are living together under one roof. (TM-I-1)

A. This pattern was more common in the past when grandparents or other relatives lived with a mother, father, and children and helped with the child rearing.

B. There may be a partial return to the extended family in the future to help working parents cope with their responsibilities.

1. Grandparents, who are likely to retire earlier and live longer, may find joy and a new opportunity to be useful in taking care of their grandchildren.

2. If the future brings increased shortages, it may become economically advisable to unite the various generations under one roof.

C. Individuals who desire some of the benefits of an extended family but are unable to live with their actual family members can create communities of neighbors and friends that can provide the kinds of caring and support that are associated with a family.

VI. The second basic family pattern: The nuclear family, according to Hawley, is generally thought of as two parents living together with children. (TM-I-2)

A. Although this family pattern has been regarded as the norm and the "ideal" in American society, the number of nuclear families continues to decline.

B. All families that are different from the imagined norm - the heterosexual nuclear family - have to deal with a sense of stigma.

1. Without some system of support, it can be difficult to live at variance with this norm.

2. Many individuals are seeking out others in the same situation to provide support.

3. Support groups of individuals with similar experiences are being organized as new family forms become more common.

C. One nuclear family myth is that the "good" and "successful" family can take care of everything by itself.

1. Both men and women need to accept that they are mutually dependent on friends, family and neighbors and that they need to learn to ask for assistance when necessary.

(NOTE: The nuclear family can be a powerful and enduring unit for parents and children.)

2. Individuals may have unrealistic expectations in that they think the "ideal" nuclear family doesn't have any day-to-day problems with which to contend.

VII. The third basic family pattern: The single-parent family, in which only one parent is living in the home, is a growing trend. (TM-I-3)

A. In 1978, the Department of Labor reported that 11.7 million children in the United States lived in one-parent homes.

B. One estimate states that over a third of all American children alive today will at some point during their childhood live in a single-parent home.

C. Families headed by mothers are the fastest growing types of households; these have increased ten times faster than husband-wife families over the past decade.

1. One out of every eight families in the United States is headed by a woman.

2. Forty-seven percent of single mothers are separated or divorced, while 37 percent are widowed; the remainder are unmarried or temporarily heads of households.

D. In male-headed one-parent families, about 40 percent of fathers are divorced and 21 percent widowed.

(NOTE: The number of divorced men who have custody of their children is increasing.)

E. More parents divorce than remarry so that the number of single-parent families continues to increase.

F. There is an increase in the number of single-parent families in which the mother or father have never married.

1. Unmarried mothers are more common. They raise about 15 percent of their adopted or natural children.

2. Unmarried fathers raise about seven percent of these children.

3. There is an increase in the adoption of children by single individuals.

G. The central task for one-parent families is to build a network of friends who accept and support them as a family.

H. The economics of being a single parent are very difficult, especially for the parent who has custody of the children.

1. Single parents may not be able to secure jobs that are flexible enough so they can spend time with their children, or they may not be able to find or afford the child care required.

2. Many times economic pressures force single parents into a different family setting before they are ready or into a relationship with an inappropriate person.

I. Coordinating the jobs of the home may be more difficult for single parents as they have complete responsibility for maintaining the home and caring for the children.

J. There are strengths and joys in single-parent families from which all parents might learn.

1. Single parents may gain a sense of self-sufficiency as a parent or feel a greater sense of accomplishment while also developing a stronger self concept.

2. Single parents may also experience more directly their effect on their children and their children's effect on them.

   a. As parents allow children to have impact on their lives, they also provide the opportunity for a deep intimacy to grow.

   b. One difficult aspect of this close relationship is that the single parent may sometimes want the child to be an adult partner; they may get frustrated when the child does not act like the adult they need.

3. There can be a direct and reciprocal encouragement of strengths between parents and children.

   a. Children see the parent's strengths, such as the ability to support the family or maintain the home.

   b. The parent may give the child more responsibility as a result of the necessity of sharing the work.

4. Whereas decisions in two parent families may often be made solely by the adults, children in the single-parent family may be more involved in decision making.

5. Since single parents need help from other adults, they are potentially less isolated than many parents in nuclear families who are unaccustomed to reaching out to others.

VIII. The fourth basic family pattern: Cooperative family living arrangements involve several families (single parents, nuclear families, etc.) which maintain private living space and at the same time have access to a larger family experience in which some living space and certain activities are shared in common. (TM-I-4)

A. This concept is not new. In the past, extended families were more common.

B. For some people, cooperative living arrangements seem to offer the best of two worlds - a small intimate family group that provides privacy as well as a larger family group that supports the need for community and sharing.

C. A key issue for cooperative family groups is how to work out the boundaries between common and private space and time.

(NOTE: It is important that individuals wishing to form cooperative family living arrangements seek out others with similar values in order to reduce potential conflicts.)

IX. The fifth basic family pattern: The communal family is composed of several related and/or non-related families living together in one large house or on the same piece of land rather than in separate units. (TM-I-5)

A. Most communes regard themselves as extended families - in some cases actually adopting a common surname.

(NOTE: A variety of nuclear units may exist within the commune - everytning from legally married spouses, plus their children, to unmarried couples with and without children.)

B. Most communal families feel that the performance of domestic work, such as child care, meal preparation, and laundry makes more sense as communal work rather than as the replicated tasks of isolated individuals.

1. There are economic and ecological advantages to living communally, e.g., less waste and better use of resources.

2. One consequence is to free women to work outside the home.

C. Parents within the group have other adults with whom they can share the care of their children as well as their parenting concerns.

D. Some of the most difficult problems for the group usually center around the adults' **relationships** to each other's children.

(NOTE: Due to the varied standards held by members of the group, conflicts can arise among members as to how the standards are applied.)

X. The sixth basic family pattern: In the reconstituted or blended family at least one parent has previously been married and has children from the previous marriage. (TM-I-6)

A. Parents who lose partners through death or divorce tend to remarry.

1. In the United States, one out of every three marriages is a remarriage, and in one-third of these remarriages, both the spouses have children from a previous marriage.

2. In 1977, one out of six children in America was a stepchild.

(NOTE: Sixty-six percent of married couples remain married until the death of a partner; of the 34 percent who deviate, 75 percent of the women and 83 percent of the men remarry within three years.)

B. Stepparents have no legal status as parents regardless of how much they may love the children and take responsibility for them.

1. Since they are not guaranteed the rights of a biological or adoptive parent, they may have a lot of responsibility and little power.

2. Some stepparents, when they are able to do so, choose to adopt their stepchildren to insure legal connections and to balance the scale of responsibility and power.

C. Stepparents cannot duplicate or substitute for the original family.

1. Stepparents must deal with the fact that their relationship with their stepchildren doesn't have a history of caring and being cared for from the beginning.

3. Time and patience are key factors for most stepparents in developing a trusting relationship with their stepchildren.

D. Stepparents need a strong couple relationship to sustain them and their new family.

1. The parenting bond for them is grounded not in the fact that they had a child together but in the mutual agreement that the stepparent is willing or wants to share parenting.

2. Stepparents have to contend with the myths of the "wicked stepmother or stepfather."

E. There are positive aspects to combining families.

1. Children gain siblings in some situations.

2. Children may meet more people through friends of their new siblings.

3. Stepparents may have a readiness to work at developing new relationships and dispensing with old ideas.

4. Children and adults may both gain companionship.

5. There may be supportive help in the mechanics of housekeeping.

6. Blended families permit single parents to pool resources more efficiently.

7. There is a blending of two backgrounds with their unique traditions, values, and attitudes.

8. Children may have more people who care about them and love them; for example, stepparents are available in addition to biological parents, extra sets of grandparents, and "extra" or "step" cousins.

XI. The family, regardless of the form it takes, is the major training ground for preparing people to function in their environment. (AS-I-1 and/or AS-I-2)

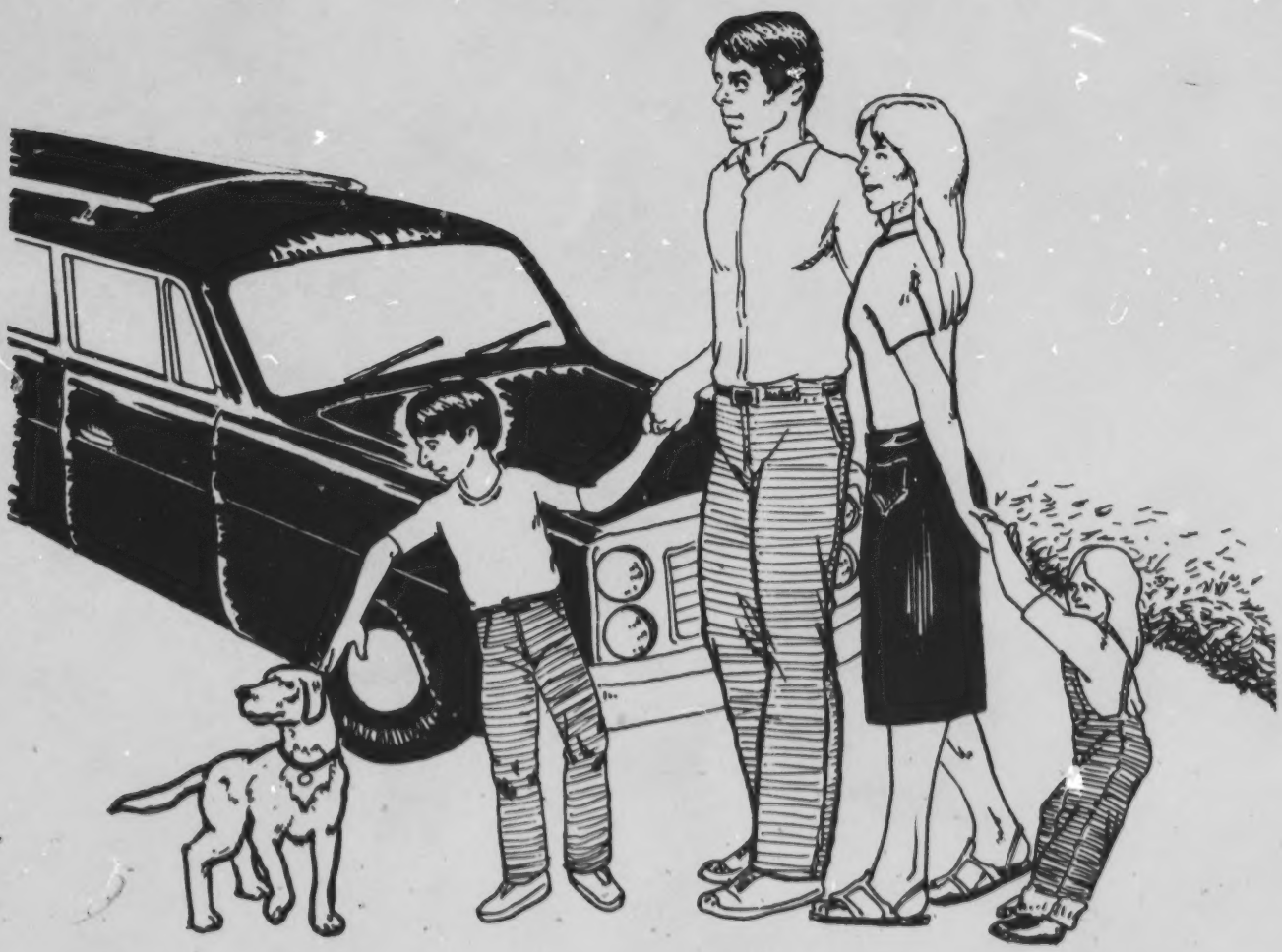
The Extended Family

To think about:

1. If you could choose a family style, would you choose an extended family?

2. Would your extended family include grandparents, an aunt or uncle, a married brother or sister, or other relatives?

The Nuclear Family



To think about:

1. If you could choose a family style, would you choose a nuclear family?

2. Would you choose this family style if your nearest relative was 2,000 miles away?

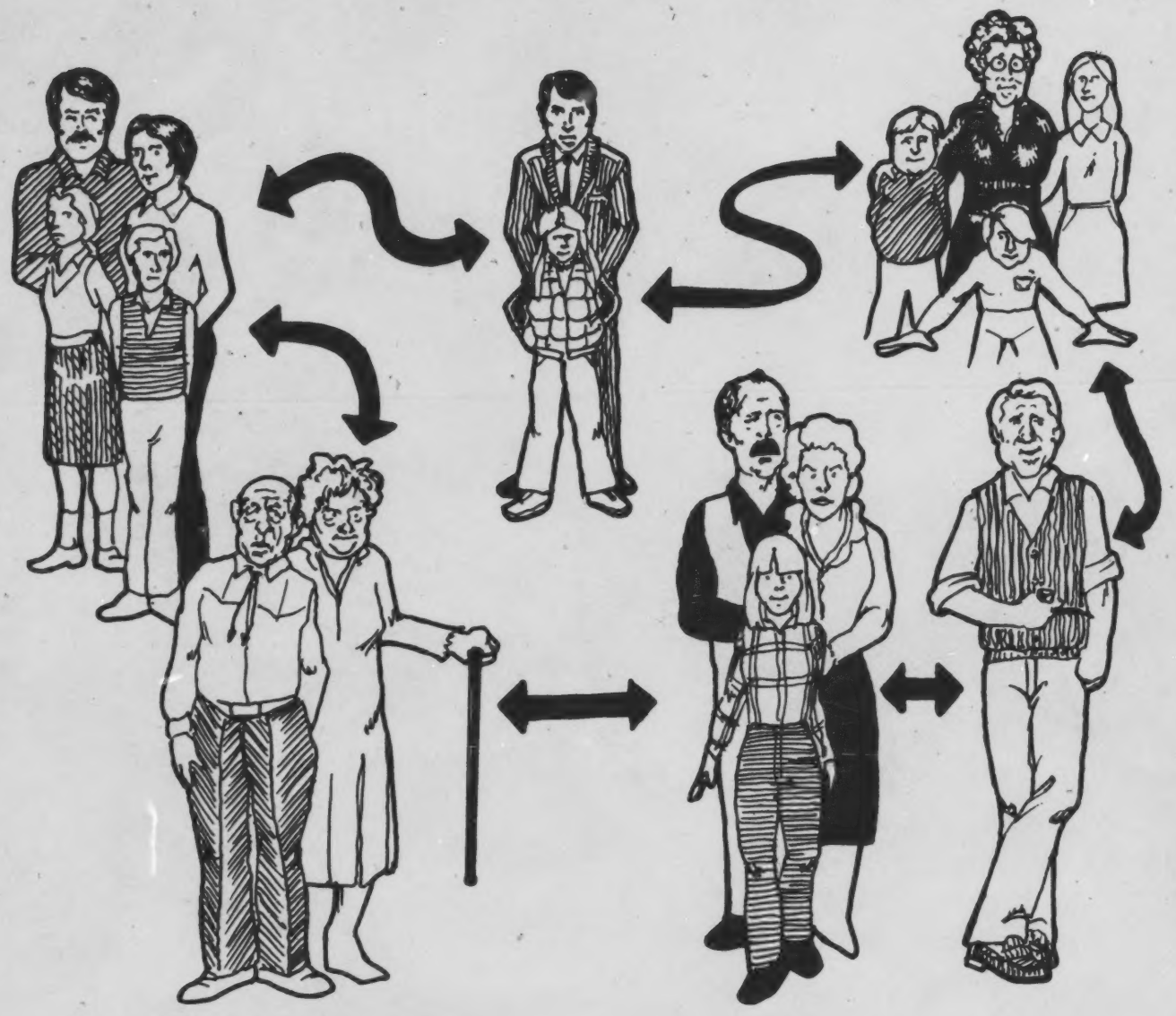
The Single-Parent Family

To think about:

1. If you could choose a family style, would you choose a single-parent family?

2. Would you choose this family style for an extended period of time? (For example, 20 years?)

The Cooperative Family



To think about:

1. If you could choose a family style, would you choose a cooperative family living arrangement?

2. What individuals or family units would you select to be a part of your cooperative family living arrangment?

TM-I-5

The Communal Family

To think about:

1. If you could choose a family style, would you choose a communal family?

2. What would you like about this family style? What would you dislike?

The Reconstituted or Blended Family

To think about:

1. If you could choose a family style, would you choose a reconstituted or blended family?

2. What would you like about this family style? What would you dislike?

PARENTING DEFINED
UNIT I

ASSIGNMENT SHEET 1: FAMILY PATTERNS

Directions: Beneath each of the following sketches is the definition for the family pattern. Write the name of the family pattern in the blank line.

Only one parent is living in the home.

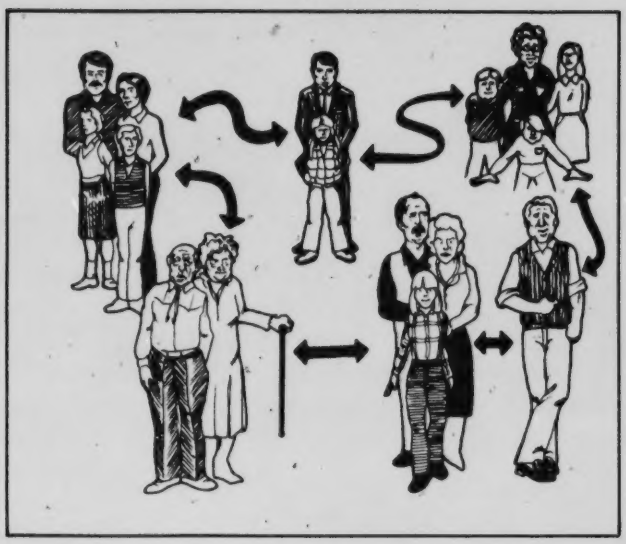
a. _____

Several families are living together in one large house or on the same piece of land rather than in separate units.

b. _____

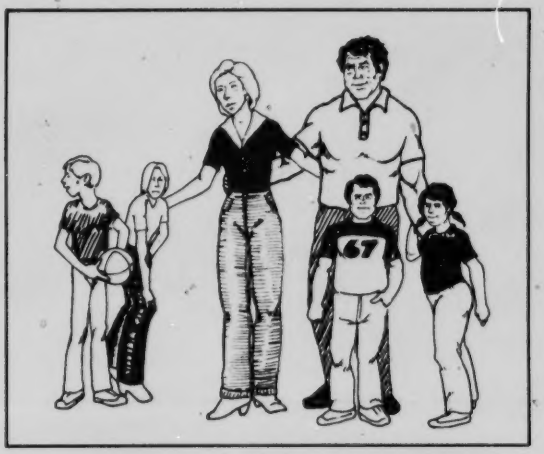
Several related generations are living together under one roof.

c. _____



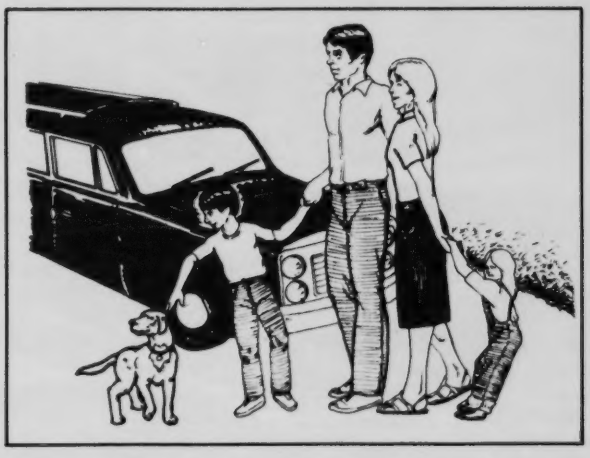
Several families are involved in maintaining private living space and at the same time having access to a larger family experience in which some living space and certain activities are shared in common.

d. _____



At least one parent has previously been married and has children from the previous marriage.

e. _____



Two parents are living together with children.

f. _____

PARENTING DEFINED
UNIT I

ASSIGNMENT SHEET 2: "FAMILIES" GAME

Equipment Needed:

1. One set of question and answer cards for every 3 to 4 players. Copies of the following pages can be made and cut apart to make the decks of cards.
   (NOTE: The teacher may want to make additional question and answer cards.)

Rules of play:

1. The deck of cards (questions and answers) are shuffled. Three cards are dealt to each player.

2. The remaining cards are put in a stack.

3. The player whose birthday comes first in the year is first, and turns proceed to the right.

4. In the first round of play, each player lays down on the table one answer card from his/her hand. If the first player does not have an answer card, he/she draws from the stack until an answer card is acquired or the stack is depleted.

5. Beginning with the second round of play, each player either continues to lay down an answer card or to match a question card from the player's hand with any of the answers on the table to make a pair.

6. If a player runs out of answer cards, that player draws from the stack until an answer card is acquired or until the stack is depleted. If the stack is depleted and a pair cannot be made, the player forfeits a turn.

7. The person who plays all of his/her cards first ends the hand. Several hands are necessary to make a game.

8. The game ends when a player reaches the score of 100.

9. Scoring of each hand is as follows:
   a. subtract 10 points for each question card in possession.
   b. add 10 points for each pair.

10. The teacher or a designated game official will check pairs for accuracy of answers.

What family pattern has several related generations living together under one roof?	Extended Family
What family pattern was common in the past when grandparents or other relatives lived with the parents and children and helped with child rearing?	Extended Family
What type of family consists of two parents who are living together with children?	Nuclear Family
Which family pattern has been regarded as the norm and "ideal" in American society?	Nuclear Family
In which family pattern would only one parent be living in the home?	Single-Parent Family

What is the fastest growing family pattern?	**Single-Parent Family**
Which family pattern continues to increase because more parents divorce than remarry?	**Single-Parent Family**
Which type of family has the greatest economic pressures?	**Single-Parent Family**
It is estimated that over a third of American children today will at some point during their childhood live in which family pattern?	**Single-Parent Family**
Communal and cooperative family living arrangements are not new since they are an extension of the _____ family pattern.	**Extended Family**

As a system or a whole unit, the _____ is greater than the sum of its parts.	**Family**
The _____ can be viewed as a social system in which the actions of each member affect every other member.	**Family**
What term refers to nourishing or fostering the development of others?	**Nurturing**
What term refers to taking care of the needs and desires of another individual?	**Parenting**
What family pattern has several families maintaining private living space and still having access to a larger family experience in which some living space and activities are shared?	**Cooperative Family**

What family pattern involves several families living together in one large house or on the same piece of land rather than in separate units?	Communal Family
Performance of domestic work such as child care, meal preparation and laundry is shared by all individuals in which type of family?	Communal Family
In which type of family has at least one parent been previously married and has children from that marriage?	Reconstituted or Blended Family
What is the training ground for preparing people to function in their environment?	Family
Who may have a lot of responsibility and little power, since they are not guaranteed the rights of a biological or adoptive parent?	Stepparents

PARENTING DEFINED
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET 1:

a. Single-Parent Family

b. Communal Family

c. Extended Family

d. Cooperative Family

e. Reconstituted or Blended Family

f. Nuclear Family

ASSIGNMENT SHEET 2:

To be determined by the rules of the "Families" game.

PARENTING DEFINED
UNIT I

UNIT TEST

MATCHING

Match the definitions in the left-hand column with the correct term in the right-hand column. Write the letter of the most appropriate match in the space provided to the left of the numbers.

_____ 1. In this family, only one parent is living in the home.

_____ 2. Several families are living together in one large house or on the same piece of land rather than in separate units.

_____ 3. Two parents are living together with children.

_____ 4. Several related generations are living together under one roof.

_____ 5. The term refers to nourishing or fostering the development of others.

_____ 6. In this family, at least one parent has previously been married and has children from the previous marriage.

_____ 7. Several families are involved in maintaining private living space and at the same time having access to a larger family experience in which some living space and certain activities are shared in common.

_____ 8. The term refers to taking care of the needs and desires of another individual.

a. Extended Family
b. Nuclear Family
c. Single-parent Family
d. Cooperative Family
e. Communal Family
f. Reconstituted or Blended Family
g. Nurturing
h. Parenting

MULTIPLE CHOICE.

Read the possible responses for the following multiple choice items carefully. Choose the best answer or response and write its letter in the space provided to the left of the number.

_____ 9. There may be a partial return to this family pattern in the future to help working parents cope with their responsibilities.

a. nuclear family
b. extended family
c. single-parent family
d. blended family

_____10. With increased shortages in the future, it may become economically advisable to unite individuals and families under one roof. In which of the following family styles are there NO economic advantages.

a. nuclear family
b. extended family
c. communal family
d. blended family

_____11. Which one of the following is a myth associated with the nuclear family?

a. The number of nuclear families continues to decline.
b. This family pattern has been regarded as the norm and the "ideal" in American society.
c. The "good" or "successful" family can take care of everything by itself.
d. The nuclear family can be a powerful and enduring unit for parents and children.

_____12. Which one of the following is not a positive aspect for reconstituted or blended families?

a. Children gain siblings in some situations.
b. Children and adults may both gain companionship.
c. Children may have more people who care about them and love them.
d. Stepparents have no legal status as parents regardless of how much they may love the children and take responsibility for them.

_____13. Which one of the following is NOT a factor contributing to the increase in single-parent families?

a. There are economic advantages in single-parent families.
b. More parents divorce than remarry.
c. There is an increase in the adoption of children by single individuals.
d. There is an increase in the number of single-parent families in which the mother or father has never married.

TRUE-FALSE

Read each statement carefully. If the statement is correct, write the letter "T" in the blank to the left of the number. If the statement is not correct write the letter "F" in the blank to the left of the number.

_____14. Parenting occurs only between individuals who are related.

_____15. Parenting is a function of all persons in a society.

_____16. The family can be viewed as a social system in which the actions of each member affect every other member.

_____17. Families provide the training ground for learning to live with other people.

_____18. The "ideal" nuclear family doesn't have any day-to-day problems with which to contend.

SHORT ANSWER

19-20. State two strengths that may be more evident in one-parent families than two-parent families. (2 points)

21-22. Describe one possible strength and one possible weakness in cooperative family living arrangements. (2 points)

23-24. Describe one possible strength and one possible weakness for the communal family. (2 points)

PARENTING DEFINED
UNIT I

ANSWERS TO UNIT TEST

MATCHING

1. c
2. e
3. b
4. a
5. g
6. f
7. d
8. h

MULTIPLE CHOICE

9. b
10. a
11. c
12. d
13. a

TRUE-FALSE

14. F
15. T
16. T
17. T
18. F

SHORT ANSWER

19-20. Answers should include any <u>two</u> of the following points as given in the Information Sheet, Section VII - J.

(1) Single parents may gain a sense of self-sufficiency as a parent or feel a greater sense of accomplishment while also developing a stronger self concept.

(2) Single parents may also experience more directly their affect on their children and their children's affect on them.

(3) There can be a direct and reciprocal encouragement of strengths between parents and children.

(4) Whereas decisions in two-parent families may often be made solely by the adults, children in the single-parent family may be more involved in decision making.

(5) Since single parents need help from other adults, they are potentially less isolated than many parents in

nuclear families who are unaccustomed to reaching out to others.

21-22. Strength: There is the opportunity for a small intimate family group that provides privacy as well as a larger family group that supports the need for community and sharing.

Weakness: Cooperative family groups may encounter conflicts if the boundaries between common and private space and time are not worked out.

23-24. Answer should include any one of the following strengths as given in the Information Sheet, Section IX.

Strengths:

1. Most communal families feel that the performance of domestic work, such as child care, meal preparation, and laundry makes more sense as communal work rather than as the replicated task of isolated individuals.

2. There are economic and ecological advantages to living communally, e.g., less waste and better use of resources.

3. One consequence is to free women to work outside the home.

4. Parents within the group have other adults with whom they can share the care of their children as well as their parenting concerns.

Weakness: Conflicts may arise concerning adult relationships to each other's children due to varied standards held by the members.

CONSIDERING PARENTHOOD
UNIT II

UNIT OBJECTIVE

After completion of this unit, the learner should be able to consider parenthood as an option and identify the advantages and disadvantages of having children. This knowledge will be evidenced by completion of the assignment sheets and by scoring at least 85 percent of the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the learner should be able to:

1. Distinguish between the traditional view of parenthood in the past and the present-day concept of parenthood as options.
2. Discriminate between realistic and unrealistic reasons for parenthood.
3. Identify economic and noneconomic advantages of having children.
4. Identify economic and noneconomic disadvantages of having children.
5. Identify reasons why people may choose nonparenthood.
6. Identify the relationships between maternal age, health of infants, and infant death rates.
7. Apply concepts concerning parenthood decision making to case situations.

CONSIDERING PARENTHOOD
UNIT II

SUGGESTED ACTIVITIES

I. Instructor

A. Provide learners with objective sheet.

B. Provide learners with information and assignment sheets.

C. Make transparencies.

D. Review unit and specific objectives.

E. Review information and assignment sheets.

F. Evaluate assignment sheets.

G. Give unit test.

H. Evaluate unit test.

II. Learner

A. Read objectives.

B. Study information sheets.

C. Complete assignment sheets.

D. Take unit test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objectives sheet

B. Suggested activities

C. Information sheets

D. Transparency masters

1. TM-II-1: Parenting - Past and Present

2. TM-II-2: "Reasons" for Parenthood?

3. TM-II-3: Direct Cost of a Child, U. S., 1980

4. TM-II-4: Indirect Cost of First Child to Age 15

5. TM-II-5: Total Cost of the First Child by Education of Mother

E. Assignment sheets

1. AS-II-1: Realistic and Unrealistic Reasons for Parenthood

2. AS-II-2: To Be or Not to Be a Parent

3. AS-II-3: Student/Teacher Evaluation for Assignment Sheet 2

4. AS-II-4: Considering Parenthood Word Search

F. Answers to assignment sheets

G. Unit test

H. Answers to unit test

II. References:

A. Books

1. Bell, Ruth Davidson. "Considering Parenthood." Ourselves and Our Children. Edited by the Boston Women's Health Book Collective. New York: Random House, 1978.

2. Espenshode, Thomas J. "The Value and Cost of Children." Population Bulletin, Vol. 32, No. 1. Washington, D.C.: Population Reference Bureau, Inc., 1977.

3. Perry, John and Erna. Pairing and Parenthood. San Francisco: Canfield Press, 1977.

B. Pamphlets

1. Education Development Center. "School and Society Programs." Newton, Massachusetts. (mimeographed)

The pamphlets below are available from:

National Alliance for Optional Parenthood, 2010 Massachusetts Ave., N.W., Washington, D.C. 20036, (202) 206-7474

2. "Am I Parent Material?"

3. "An Interview with Nathaniel Branden, Ph.D."

4. "Parenthood Is Optional - Or Is It?"

5. "Pronatalism: A 'Hidden Persuader' Limits Personal Rights," 3rd Edition

6. "The One Child Family"

C. Kits

1. "Parenting." New York: Butterick Publishing, 1976.

2. "Parenting: Fathers, Mothers and Others." New York: J. C. Penney Company, Inc., 1975.

CONSIDERING PARENTHOOD
UNIT II

INFORMATION SHEET

I. The principle of responsible parenthood is based on the assumption that parenthood is an option - the contrast between the traditional view of parenthood in the past to the present-day concept of parenthood. (TM-II-1)

A. Although the decision to have a baby has a permanent, irreversible effect on one's life, it has not really been considered a decision until recently.

1. Most people in past generations grew up assuming they would marry and have children.

2. Common sentiment in the past has been that only people with a problem or people who remained single didn't become parents - and they were to be pitied, not emulated.

3. The improvement and availability of planned parenthood education have allowed many to think about pregnancy and childbirth as an option, not an inevitability.

4. The women's movement has helped both men and women explore choices for their lives that are different from traditional expectations.

5. Popular culture, the media and increased personal mobility have made the traditional view of family life with several children only one of the options that is available.

6. The number of people who are deciding not to have children or who are seriously questioning their interest in becoming parents is increasing.

a. According to the U.S. Census Bureau, in 1967 only one percent of the wives between 18 and 24 years of age expected to have no children.

b. In 1977, eleven percent of all women between 18 and 34 years of age stated that they did not plan to have any children in their lifetime.

B. The decision whether or not to have a child involves thinking through how one might perform as a parent.

1. Much of one's thinking may be based more on memory and myth than on actual experience with babies and young children.

2. If the memories of one's childhood are sad, scary, or in some ways negative, one may be fearful of having children.

3. Positive childhood memories usually leave one's thinking open to the idea of parenthood.

4. How one views parenthood also comes from books, movies, and television which generally portray family life and parenthood in a romantic, idealistic way.

II. There are some reasons for parenthood which are not realistic and may lead to false expectations and ultimate disappointment. (TM-II-2) (AS-II-1)

A. To have someone to care for you when you are old

(Note: Studies indicate that the majority of elderly people in America do not get any financial assistance from their children, and fewer than 25% have contact with their children once a week.)

B. To give your parents grandchildren

C. To carry on the family name

D. To save a troubled marriage

E. To force someone into marriage

F. To have common interests with friends who are already parents

G. To be "fulfilled" as a woman or to "prove" one's manliness

H. To have someone to love "me"

I. To have a child of a particular sex ["We're trying for a girl (boy) this time."]

J. To provide a baby brother or sister for another child

K. To have someone who looks like you or your mate

L. To please your mate

M. To have something to do

N. To make me happy

III. The advantages of having children vary among socioeconomic and cultural groups. The values of children are of two broad types: noneconomic and economic.

A. Noneconomic values correspond to the satisfaction parents derive from children or the psychological motives for wanting them.

1. Many believe that raising a family represents the fulfillment of a socially defined and acceptable role.

2. For some, children are their way of making a contribution to society, as well as furnishing them with a sense of immortality, the realization that their characteristics, as reflected in their child, will survive after them.

3. Children can afford parents many experiences that contribute to their personal growth, for example, the opportunity to sacrifice for the good of someone else.

4. Since the family has historically been a stable and permanent institution, affiliation with it may offer a sense of emotional security.

(Note: Families are important today to satisfy our "attachment" needs. Since most people do not live in small close-knit communities, the family may be the only community - the only place where they feel they truly belong.)

5. Some view the challenges involved in raising children as fulfilling their needs for creativity, achievement, and accomplishment; children also provide the opportunity to teach, guide, and instill values.

6. The opportunity to have power and to influence the course of other's lives is important to some parents.

7. In some societies where children are a sign of prestige and wealth, large numbers of children may elevate the parent's position in the community.

8. The opportunities for happiness, love, and companionship are rated by many as a significant reason for having children.

B. Economic values of children are of two types.

1. Children may be a source of financial security in old age and in emergencies.

a. Elderly parents in less developed countries are many times dependent on their children for their support.

b. To the extent that social security becomes institutionalized in such programs as public health and welfare measures, pension plans, and private life insurance programs, parents can relax their dependence on children as a source of old-age support.

2. Children may participate in the production and service activities of the household.

(Note: The economic values of having children are most prevalent in the developing countries, especially rural areas where children are expected to help with farm activities.)

IV. The disadvantages of having children may also be categorized as economic and noneconomic.

A. The economic costs of having children are concerned with direct maintenance costs and "opportunity costs."

1. One economic cost of having children is the direct maintenance costs which parents have in bearing and raising children, such as food, clothing, housing, education and medical care.

2. Another cost is termed the "opportunity costs" which reflect the opportunities parents forego when rearing children.

a. Certain expenditures may have to be relinquished, which could mean a lower standard of living.

b. Children may reduce opportunities to save and invest.

c. The mother and/or father may limit income-earning opportunities by working outside the home fewer hours or not at all.

[Note: According to 1980 statistics, the direct costs of raising a healthy child to age 18 in a middle-class family in America is approximately

$75,000. If college tuition at a public university is added, the cost is increased by an average of $10,000. When one parent takes time off to care for preschool children the loss of one parent's income amounts to about half the total of direct costs, or about $45,000 on the average. Parents who return to full-time employment immediately after childbirth would pay very little if anything in opportunity costs, but those who choose not to work for 10 or 15 years would pay many times the $45,000 average. In calculating indirect costs, the assumption is made that one parent will lose most of his/her potential income during the first six years of a child's life and a smaller percentage until the child reaches 14. The first child extracts the greatest amount of indirect costs, for once a parent stops working for the first child, they are already home to take care of subsequent children. However, the more children, the longer the parent will remain out of the labor force. (TM-II-3 and 4)

Adding direct and indirect costs together, the total cost for rearing a first child through 18 is approximately $120,000 if the parent who drops out of the labor force is a high school graduate and $130,000 if a college graduate. These costs increase approximately $10,000 if the child goes through 4 years of college at a public university. (TM-II-5)]

3. The importance of opportunity costs varies according to the country's level of economic development.

   a. In the less developed countries, there is a tendency to think that children scarcely affect consumption standards or the ability to save or invest.

(Note: Whether or not this is actually the case depends on the level of aspirations among the population.)

   b. The importance of "income foregone" may be rather insignificant in rural areas of the less developed countries where women may take their children with them into the fields and the roles of mother and worker are not in conflict.

B. Noneconomic costs include the emotional and psychological strains children impose on parents.

1. Having children introduces extra responsibilities and pressures upon a couple's relationship with each other.

(Note: Anytime a child enters the picture a triangle is formed. Alliances may be built between one of the parents and the child causing the other parent to feel left out and alienated.)

2. A child affects the individual's or couple's life style.

(Note: Parents may have limited freedom and mobility to change jobs or move to new locations. Also, because of child care responsibilities, parents may not be able to make plans spontaneously.)

3. Being a parent demands a lot of time and energy.

(Note: Although more men are desiring involvement in child care, women are still the primary caregivers in most families. Studies have shown that regardless of whether the mother works, husbands do not spend more time in child care responsibilities. Employed mothers, therefore, have child care responsibilities similar to those of nonemployed mothers. Consequently, mothers may feel excessive demands on their time and energy and feel required to sacrifice their leisure activities.)

4. The parent who chooses to pursue employment outside the home may find fulfilling the demands and responsibilities of parenthood in conflict with the demands of their job.

(Note: Many men and women are reluctant to make a large investment in home and family when employers perceive this as a lack of career commitment. The pressure in our society is still greater for the man who may feel that the more involved he is in the pursuit of success, the less opportunity he has to become an equal partner in child rearing.)

5. Parents encounter some anxieties over a child's health and future welfare, frustrations over misbehavior, and the like.

(Note: American society puts total responsibility for children's behavior upon the parents. This unrealistic expectation often creates anxiety and guilt for parents.)

6. Children with special needs (mental, physical, or emotional problems) require special care from their parents. The emotional and psychological strains on the parents may be greater than those imposed by a healthy child.

V. A small but increasing number of people are choosing nonparenthood for varied reasons.

A. Some people don't want to have children because they know they are carriers of hereditary diseases.

(Note: Genetic counselors can help clarify one's chances of having a normal child before the decision never to have children is made out of fear.)

B. Some believe there are too many people in the world already.

C. The planet has finite resources.

D. Being child free allows room for more spontaneity in daily living.

E. Employment outside the home can be more rewarding for some than parenthood.

F. Relationships can be satisfying and fulfilling without children.

G. Nonparenthood allows for time to concentrate on the wider "family" of community and society.

H. One can like children but not enjoy parenting.

I. Parenting responsibilities might not be equally shared between the parents, resulting in partner conflicts.

VI. It is not uncommon for one member of a couple to want children and the other to feel differently, or for one person to be ready for parenthood and the other to want to wait a while longer. Several factors may enter into the decision as to "when" a first child or subsequent children should be born.

A. The following factors should be considered:

1. Emotional maturity

2. Health of parents

3. Money that is likely to be available

4. Job responsibilities of parents

5. Parents' life/career goals

6. Religious beliefs

7. Age of parents

[Note: According to the Education Development Center, mental retardation, birth defects, epilepsy, and birth injuries occur more often to children born to mothers under 20. Death rates for babies born to mothers under age 15 are more than twice the rate for babies born to mothers between the ages of 20 and 34.

The relationship between maternal age and chromosome defects of many kinds is very striking. There is no doubt that the frequency of miscarriages is greater with maternal age. For women over 40, one-third of miscarried fetuses have unbalanced chromosome conditions. For example, 40% of the Down's Syndrome (formerly called Mongoloid) infants are born to women over 40, even though women over 40 have only 4% of the babies born each year.]

8. Size of family

9. Health of other children

10. Special needs of family members

11. Attitudes towards "spacing" of children

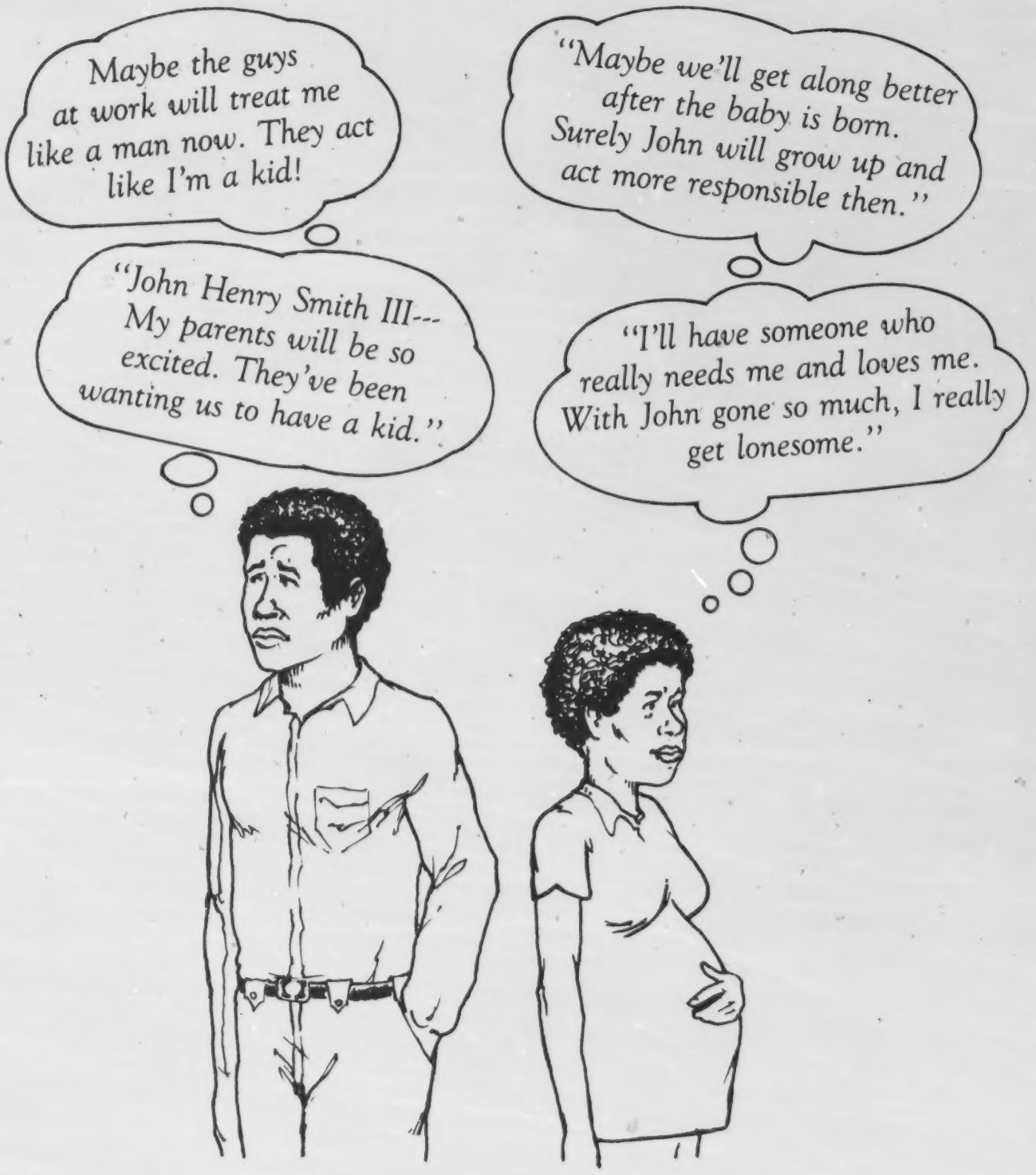
12. Extra space and other environmental conditions that may be desired.

B. When the decision to parent is a mutual decision by both partners, it may be easier for both to assume their parenting roles. The decision to parent involves viewing the responsibilities of parenthood, thinking through how one might perform as a parent, and considering the advantages and disadvantages of having children. (AS-II-2, 3, 4)

Parenting - Past and Present

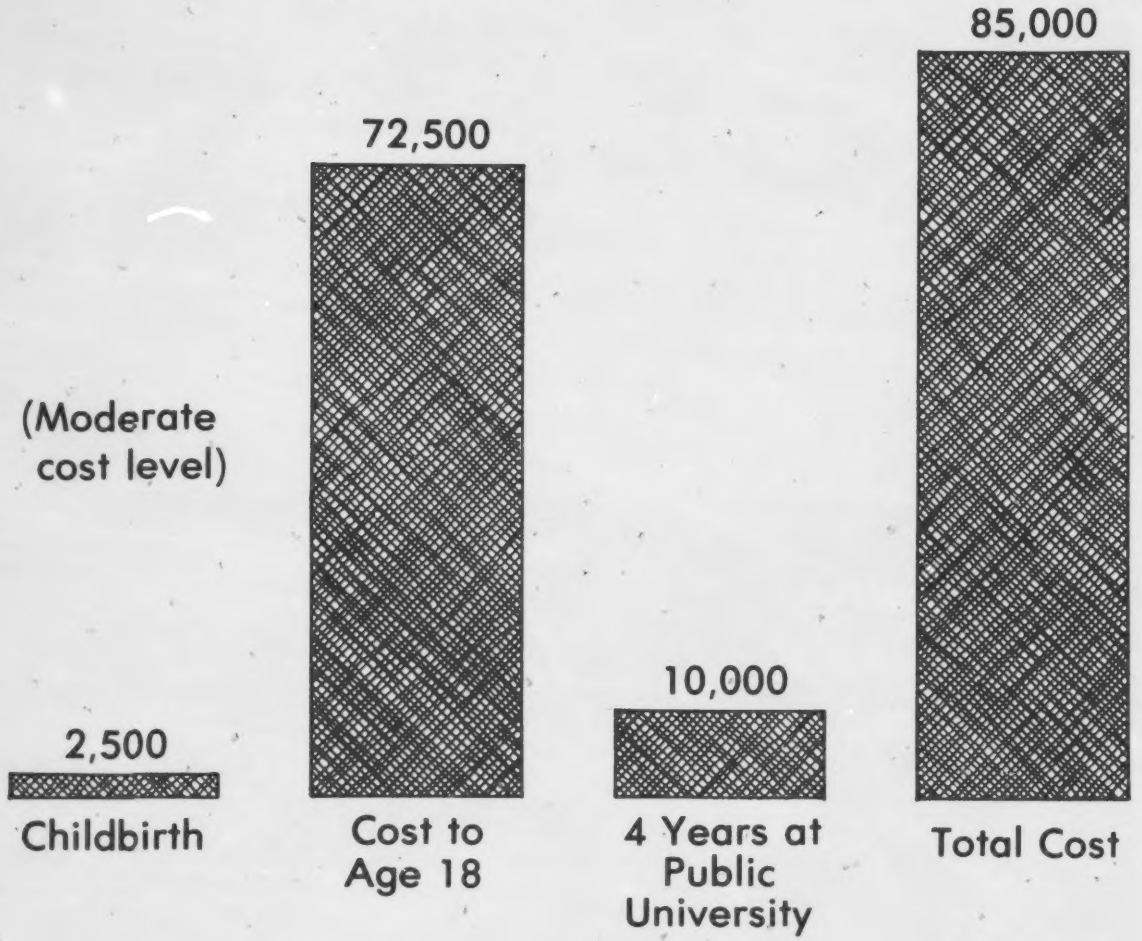
Past	Present
Couples were expected to have children. Those without children were pitied.	Parenthood is optional. Childfree lifestyle is more acceptable.

"Reasons" for Parenthood?

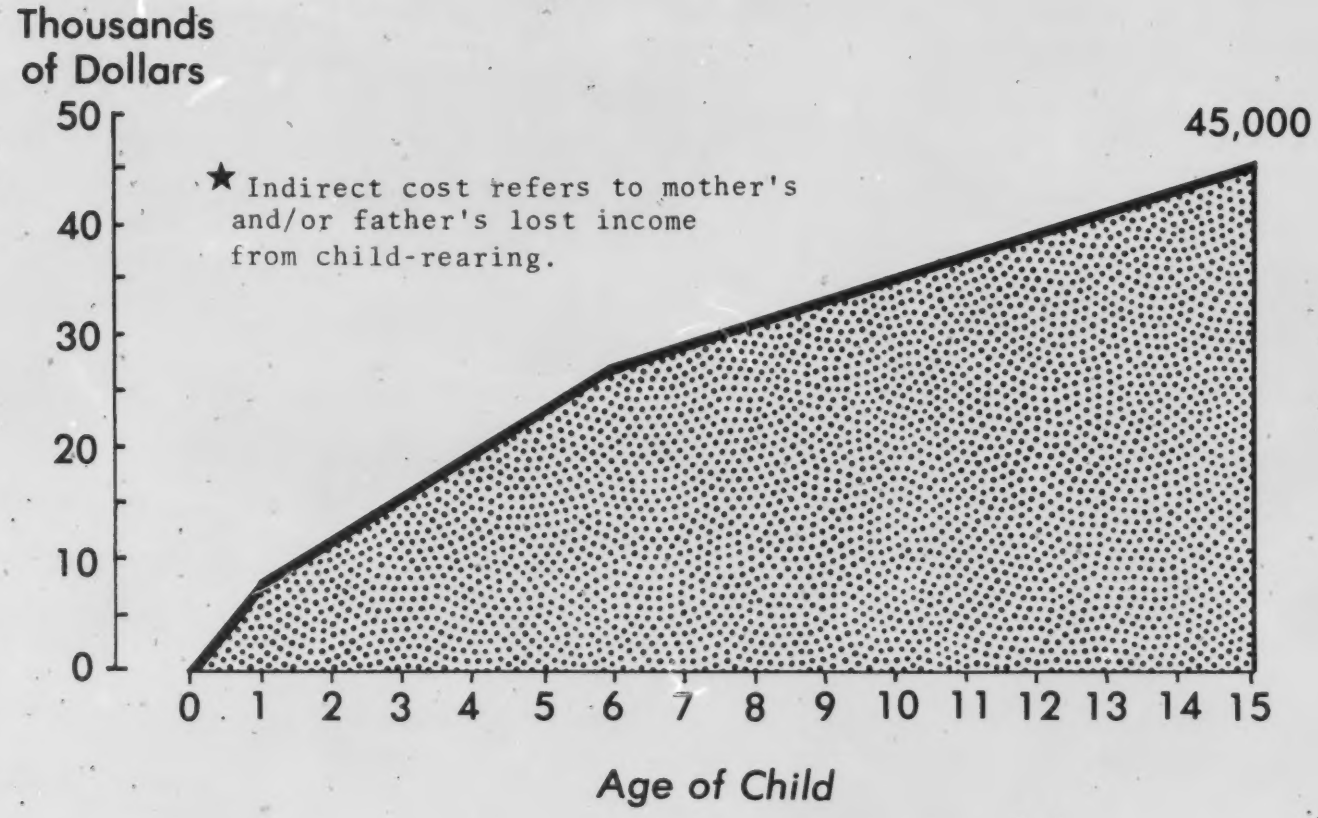

Maybe the guys at work will treat me like a man now. They act like I'm a kid!
"John Henry Smith III--- My parents will be so excited. They've been wanting us to have a kid."
"Maybe we'll get along better after the baby is born. Surely John will grow up and act more responsible then."
"I'll have someone who really needs me and loves me. With John gone so much, I really get lonesome."

DIRECT COST OF A CHILD, U. S., 1980

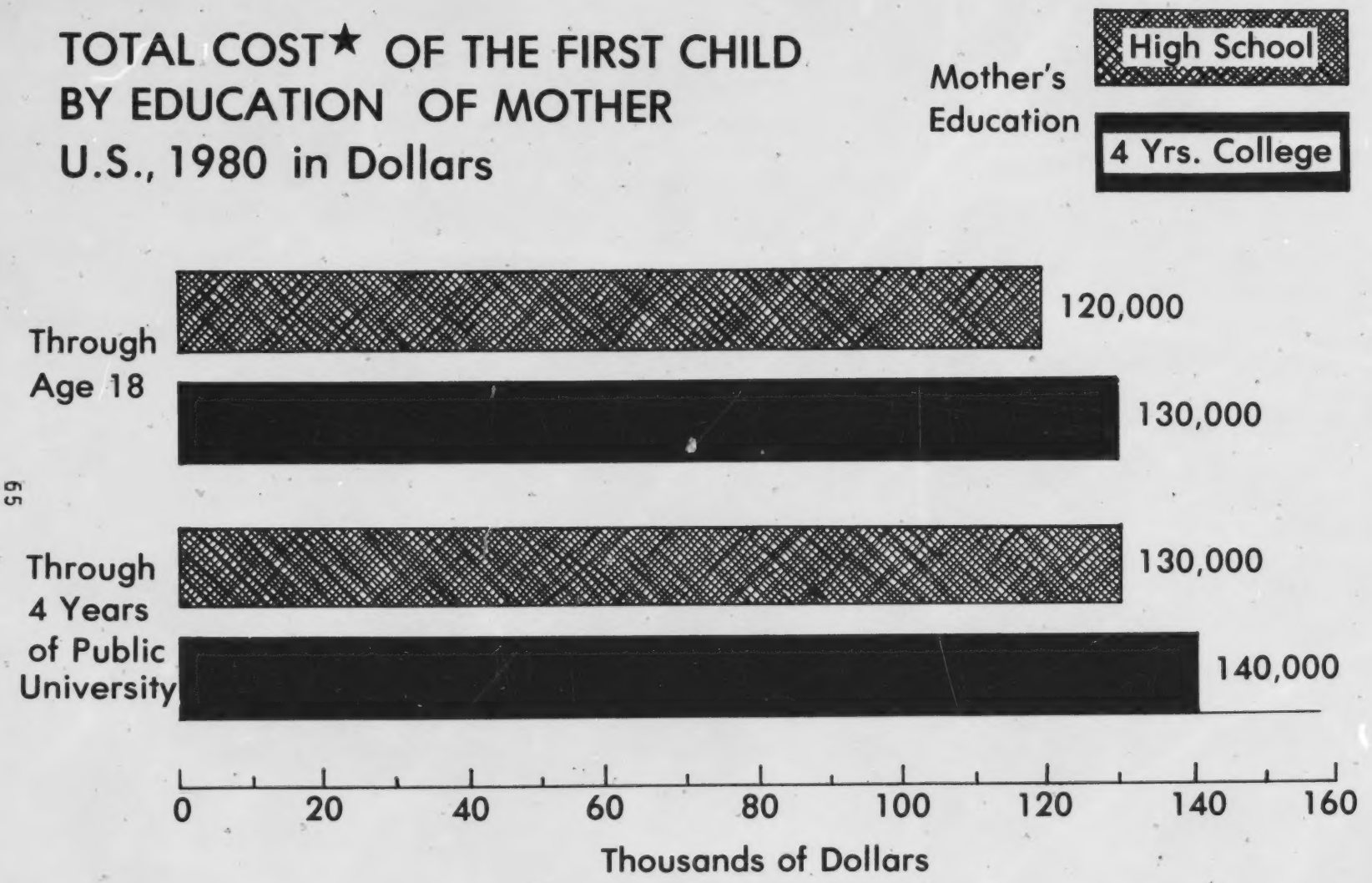
in Dollars



INDIRECT COST★ OF FIRST CHILD TO AGE 15
Cumulative, U. S. Average, 1980



TOTAL COST★ OF THE FIRST CHILD BY EDUCATION OF MOTHER U.S., 1980 in Dollars



★ Direct cost based on moderate cost levels.

CONSIDERING PARENTHOOD
UNIT II

ASSIGNMENT SHEET 1: REALISTIC AND UNREALISTIC REASONS FOR PARENTHOOD

Directions: Read each of the following reasons for parenthood and then indicate whether you feel it is a "realistic" or "unrealistic" reason for parenthood by placing a check mark (✓) in one of the columns opposite each statement.

	REALISTIC	UNREALISTIC
A. "My parents have been wanting grandchildren for a long time."		
B. "I want someone to take care of me when I get old."		
C. "I want to have a child in order to carry on our family name."		
D. "I enjoy being around children and I'm looking forward to the happiness they can bring to our family."		
E. "Maybe we'd get along better if we had a baby to focus our attention on."		
F. "I'm so bored with life--a baby would make me happy."		
G. "I want the opportunity to guide a child's life--to work and help shape a child's character."		
H. "George keeps saying he wants me to get pregnant so I can stay home and be more like a wife to him."		
I. "All of our close friends already have children."		
J. "I want someone who will love 'me'."		
K. "I'm looking forward to the companionship I can have with a child throughout our lives."		
L. "I believe responsible people can contribute to society by parenting a child."		

CONSIDERING PARENTHOOD
UNIT II

ASSIGNMENT SHEET 2: TO BE OR NOT TO BE A PARENT

Directions: The following are open-ended situations. Write a response based on the advantages and disadvantages of having children as identified in the information sheets and in class discussion. No points will be given for reasons which are not realistic and could lead to false expectations. Give at least four reasons in each situation for your decision.

YOU MAY HAVE TO DO SOME HARD THINKING ABOUT THIS ONE!

Situation 1: You have just decided that you would like to have children. You are now ____ years of age. Explain your reasons for this decision to your mate. Remember, these must be realistic reasons for parenthood.

Situation 2: You have given the question of parenthood great thought and have decided that you do not want to take on the responsibilities of parenthood. You are now ____ years of age. Explain your reasons for this decision to your mate. Remember, these must be realistic reasons explaining why you have decided not to be a parent.

CONSIDERING PARENTHOOD
UNIT II

ASSIGNMENT SHEET 3: STUDENT/TEACHER EVALUATION FOR ASSIGNMENT SHEET 2

Directions: Circle the correct response (Yes or No) following each statement. If you circle the "No" response, use the section under "Comments" to explain why the statement is not true.

		Student Evaluation	Teacher Evaluation	Comments
A.	In situation 1, at least 4 reasons were given for the decision.	Yes No	Yes No	
B.	The reasons were based on realistic expectations of parenthood.	Yes No	Yes No	
C.	In situation 2, at least 4 reasons were given for the decision.	Yes No	Yes No	
D.	The reasons were based on realistic expectations of parenthood.	Yes No	Yes No	

(The following is to be completed by the student only.)

			Comments
E.	This assignment sheet helped me consider the reasons why people make differing decisions considering parenthood.	Yes No	
F.	This assignment sheet helped me consider my own personal views about parenthood at this time. Explain response.	Yes No	

CONSIDERING PARENTHOOD
UNIT II

ASSIGNMENT SHEET 4: CONSIDERING PARENTHOOD WORD SEARCH

Directions: Complete the following statements by filling in the missing words. Then locate and circle these words in the letter bank found on the following page.

1. The principle of responsible parenthood is based on the assumption that parenthood is an _____.

2. The number of people who are deciding not to have children or who are seriously questioning their interest in becoming parents is _____.

3. The values, as well as the disadvantages, of children are of two broad types: _____ and noneconomic.

4. Elderly parents in less developed countries are many times _____ on their children for their support.

5. The economic values of having children are most prevalent in the _____ countries, especially in rural areas where children are expected to help with farm activities.

6. The opportunities parents forego when rearing children are termed _____ _____.

7. When the decision to parent is a _____ decision by both partners, it may be easier for both to assume their parenting roles.

8. Although the decision to have a baby has a permanent, irreversible effect on one's life, it has not really been considered a _____ until recently.

9. One unrealistic reason for parenthood is to save a troubled _____.

10. One factor which may enter into the decision as to "when" a child should be born is the _____ that is likely to be available.

ASSIGNMENT SHEET 4 CONTINUED:

Directions: The answers to the first page of this assignment sheet are hidden in the letter bank below. Circle these words. They may be hidden horizontally, vertically, or diagonally--some may be in reverse order.

O	Z	Y	L	U	S	C	D	E	P	J	R	T	U	D	M
J	P	C	E	G	Y	Z	N	D	U	Q	H	M	E	E	Y
U	M	P	T	Q	P	X	U	C	G	L	O	P	C	C	D
M	F	R	O	P	T	I	O	N	H	I	E	U	O	I	C
K	R	S	W	R	H	N	E	D	P	N	O	R	N	S	D
D	U	S	E	K	T	Z	O	C	D	P	S	Y	O	I	E
I	E	U	D	S	P	U	K	E	L	U	S	J	M	O	R
K	T	V	O	M	C	I	N	C	R	E	A	S	I	N	G
R	O	Y	E	I	D	T	H	I	O	K	R	W	C	H	N
M	F	G	W	L	E	S	U	G	T	H	C	F	Z	R	I
C	D	H	F	O	O	Q	J	A	M	Y	E	N	O	M	Y
Z	U	L	M	A	R	P	W	Z	Y	A	C	M	N	D	R
O	W	F	M	A	R	R	I	A	G	E	Z	O	X	I	A
M	U	T	U	A	L	W	G	N	J	Q	S	T	S	H	E
V	E	S	R	T	U	M	H	P	G	T	O	U	N	T	R
D	O	P	Q	T	M	O	B	E	J	H	Z	B	D	E	S

CONSIDERING PARENTHOOD
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET 1:

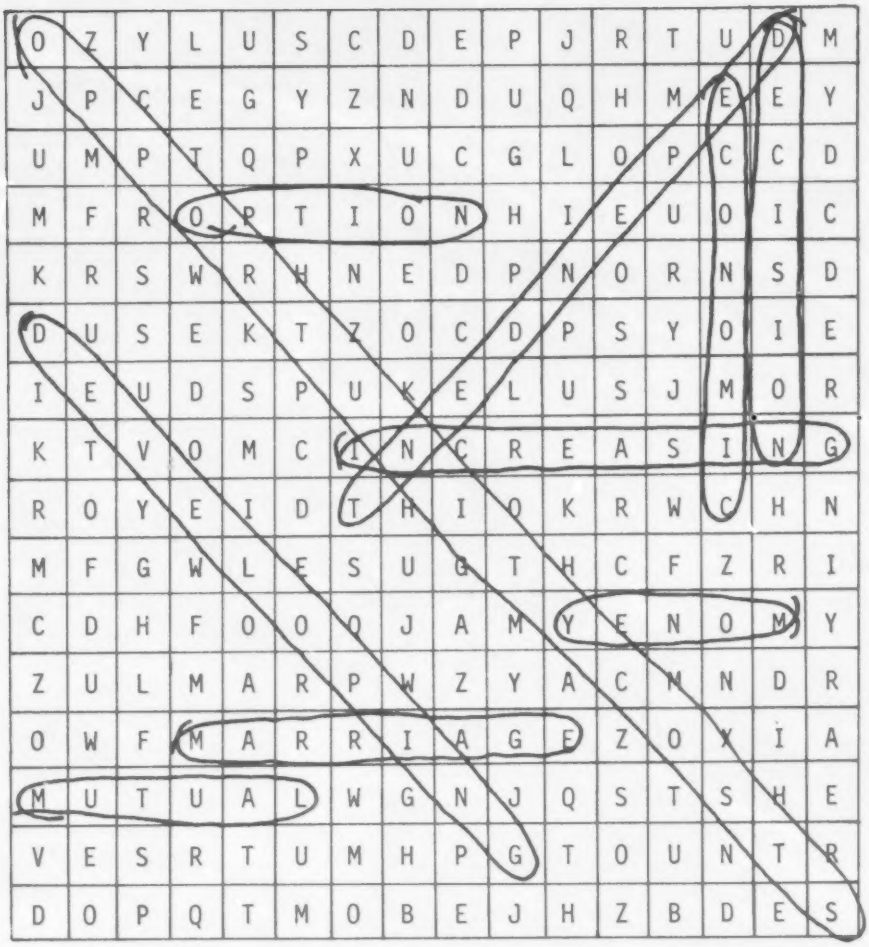
	Realistic	Unrealistic
A.		✓
B.		✓
C.		✓
D.	✓	
E.		✓
F.		✓
G.	✓	
H.		✓
I.		✓
J.		✓
K.	✓	
L.	✓	

ASSIGNMENT SHEET 2 and 3:

Instructor determines criteria for grading.

ASSIGNMENT SHEET 4:

1. option
2. increasing
3. economic
4. dependent
5. developing
6. opportunity costs
7. mutual
8. decision
9. marriage
10. money


O Z Y L U S C D E P J R T U D M
J P C E G Y Z N D U Q H M E E Y
U M P T Q P X U C G L O P C C D
M F R O P T I O N H I E U O I C
K R S W R H N E D P N O R N S D
D U S E K T Z O C D P S Y O I E
I E U D S P U K E L U S J M O R
K T V O M C I N C R E A S I N G
R O Y E I D T H I O K R W C H N
M F G W L E S U G T H C F Z R I
C D H F O O Q J A M Y E N O M Y
Z U L M A R P W Z Y A C M N D R
O W F M A R R I A G E Z O X I A
M U T U A L W G N J Q S T S H E
V E S R T U M H P G T O U N T R
D O P Q T M O B E J H Z B D E S

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CONSIDERING PARENTHOOD
UNIT II

UNIT TEST

Directions: Read the possible responses for the following multiple choice items carefully. Choose the best answer or response and write its letter in the space provided to the left of the number.

____ 1. Which of the following was the traditional attitude toward parenthood in the past?

a. Most people grew up assuming they would marry and have children.
b. Most people did not want children but had no method to control pregnancy.
c. Most men and women desired large families.
d. Most men wanted children, but women did not because of the burden of child care.

____ 2. In the past, which of the following was the common attitude toward couples without children?

a. They were admired.
b. They were envied.
c. They were harrassed.
d. They were pitied.

____ 3. Which of the following best describes the current concept of parenthood in America?

a. Parenthood is an option that is available.
b. Couples who love each other naturally want to have children.
c. Children are an economic asset to their parents.
d. Most people who choose not to become a parent have some emotional problems.

____ 4. The view of marriage without children as one option for life has been influenced by:

a. media's (television and movies) dramatization of different family forms.
b. socially irresponsible attitudes among young couples.
c. lack of career goals by young couples.
d. declining health of young couples.

____ 5. Which of the following is a realistic reason for parenthood?

a. to have someone to love "me"
b. to carry on the family name
c. to have the opportunity to teach and guide a child
d. to have common interests with friends who are already parents

____ 6. Of the following reasons, which is a realistic reason for parenthood?

a. Parenthood could save our marriage.
b. Parenthood could make me feel "fulfilled" as a person.
c. Parenthood could make me happy.
d. Parenthood could contribute to my personal growth.

____ 7. One reason that some people give for desiring parenthood is to have someone to care for them when they are old. Which of the following facts accurately reflects the care of the elderly in America today?

a. The majority of elderly people in America today do not get any financial assistance from their children.
b. It is necessary for elderly people in America to receive financial assistance from relatives.
c. The elderly play an important role in family decisions.
d. Most people have their children care for them when they are old.

____ 8. One reason why some people desire a second child is to provide a baby brother or sister for an only child. Which of the following best describes this reason for parenthood?

a. This could not be considered a valid reason for having another child if it is the major reason for wanting another child.
b. This could be considered a valid reason for having another child as only children are usually "spoiled rotten."
c. This could be considered a valid reason for having another child since only children usually grow up to be lonely adults.
d. This could be considered a valid reason for having another child since most people want to try for at least one child of each sex anyway.

____ 9. Which of the following best describes the economic value or cost of children in America today?

a. Tax deductions offset the cost of raising children.
b. Children are an economic cost to their parents.
c. Adult children are relied upon to support their elderly parents.
d. Children are of economic value to their parents.

____10. Which of the following best describes a child's influence upon the parents' relationship?

a. Children introduce extra responsibilities and pressures upon a couple's relationship.
b. Children require shared decision-making by parents which bring them closer during the child-rearing years.
c. Children help with household tasks thereby giving parents extra time and energy for couple activities.
d. Children contribute to the couple's relationship since parents don't like to argue in front of their children.

____11. Which of the following best describes the effect of a child upon the lifestyle of the parent(s)?

a. Children usually make little difference in the lifestyle of those who have already "settled down."
b. Children limit the freedom and mobility of the parent(s) to change jobs or move to new locations.
c. Children usually like their parents to "try new things" so job mobility is encouraged.
d. Children usually make little difference in a mature person's lifestyle.

____12. Although more men are desiring involvement in child care, women are the primary caregivers in most families. Which of the following best describes the reason for this practice?

a. Women have traditionally been viewed as the primary caregiver.
b. Women do not want assistance from their mate in child care responsibilities.
c. Women spend more time in child care because they are more capable.
d. Women spend more time in child care because their careers aren't as important.

____13. "Employment outside the home can be more rewarding for some people than parenthood." Which of the following best describes this statement?

a. The statement is not true.
b. The statement indicates a selfish view toward life.
c. The statement indicates an accurate appraisal of some people's values.
d. The statement was probably made by a man because women wouldn't express such a view.

____14. "Relationships can be satisfying and fulfilling without children." Which of the following best describes this statement?

a. The statement is not true.
b. The statement indicates a realistic assessment of some couples' relationships.
c. The statement indicates the couple is not socially responsible.
d. The statement indicates a selfish view toward life.

____15. "One can like children but not enjoy parenting." Which of the following best describes this statement?

a. The statement is not true since liking children assures that the individual would enjoy parenting.
b. The statement indicates a lack of mature thinking about the decision of becoming a parent.
c. The statement illustrates an irresponsible attitude toward parenting.
d. The statement is a valid reason for choosing not to become a parent.

____16. Which of the following best describes the relationship between the mother's age and health of the infant?

a. Mental retardation, birth defects, epilepsy and birth injuries occur more often to infants born to mothers under 20.
b. There is no relationship between the mother's age and the occurrence of mental retardation, birth defects, epilepsy or birth injuries.
c. There is a decrease in the occurrence of mental retardation, birth defects, epilepsy and birth injuries to infants born to mothers under 20.
d. With good health care, the risks of mental retardation, birth defects, epilepsy, and birth injuries can be eliminated for all women, regardless of age.

____17. Which of the following describes the relationship between death rates of infants and the age of the mother?

a. There is no relationship between infant death rates and the age of the mother.
b. There is a slight increase in death rates for infants born to mothers under age 15.
c. Death rates for infants born to mothers between the ages of 20 and 34 are twice the rate as for infants born to mothers under the age of 15.
d. Death rates for infants born to mothers under age 15 are more than twice the rate for babies born to mothers between the ages of 20 and 34.

____18. Which of the following best describes the relationship between maternal age and health of infants?

a. There is no proof of an increase of chromosome defects due to the mother's age.
b. There is a great increase in chromosome defects for women over 40.
c. There is a slight increase in chromosome defects for women over 40.
d. With good health care, any chromosome defect can be eliminated.

____19. Susie and Raymond have been married for a year. Susie has just decided that she wants to have a baby so she can quit her boring job. Raymond feels that they should wait a while longer before having a baby in order to pay off some bills. Which of the following would be the best approach to resolving their conflict?

a. If Susie would go ahead and quit her job, Raymond would probably decide that it would be okay for them to have a baby.
b. If Susie would arrange for Raymond to be around some of their friends' babies for a few evenings, Raymond would probably change his mind.
c. Raymond might suggest that Susie look for a new job which would make better use of her abilities and provide more challenges.
d. Raymond could get a second job to make more money and pay off the bills.

CONSIDERING PARENTHOOD
UNIT II

ANSWERS TO UNIT TEST

1. A
2. D
3. A
4. A
5. C
6. D
7. A
8. A
9. B
10. A
11. B
12. A
13. C
14. B
15. D
16. A
17. D
18. B
19. C

DEVELOPMENTAL STAGES IN PARENTING
UNIT III

UNIT OBJECTIVE

After completion of this unit, the learner should be able to identify the five basic developmental stages in parenting and some of the concerns and adjustments required of parents at each stage. This knowledge will be evidenced by completion of assignment sheets and job sheets and by scoring at least 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the learner should be able to:

1. Match the terms defined in the unit to their correct definitions.
2. Arrange in order the five basic developmental stages in parenting.
3. Identify some of the concerns of expectant parents.
4. Recognize some of the adjustments that entering parenthood requires.
5. Recognize that even though elementary school-age children are becoming more independent, they still look to their parents for guidance and approval.
6. Perceive some of the challenges and satisfactions of parenting teenagers.
7. Identify some of the attitudes parents may have regarding the separation they experience from their adult child.
8. Recognize that being the parent of an adult is usually the longest period of one's life as a parent.
9. Analyze the parenting roles people have assumed in one's life.
10. Obtain and summarize information from parents in various developmental stages of parenting concerning their decision to parent, preparation for parenthood, and adjustments to parenthood.

DEVELOPMENTAL STAGES IN PARENTING
UNIT III

SUGGESTED ACTIVITIES

I. Instructor

A. Provide learners with objective sheet.

B. Provide learners with information sheets, assignment sheets, and job sheets.

C. Make transparencies.

D. Review unit and specific objectives.

E. Review information sheets and assignment sheets.

F. Provide equipment and materials needed for job sheets.

G. Prepare learners for carrying out job sheets.

H. Evaluate assignment and job sheets.

I. Give unit test.

J. Evaluate unit test.

II. Learner

A. Read objectives.

B. Read suggested activities.

C. Study information sheets.

D. Complete assignment sheets.

E. Complete job sheets.

F. Take unit test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objective sheet

B. Information sheets

C. Transparency masters

1. TM-III-1: Expectant Parents
2. TM-III-2: New Parents
3. TM-III-3: Parents of Elementary School-Age Children
4. TM-III-4: Parents of Teenagers
5. TM-III-5: Parents of Adult Children

D. Assignment sheets

1. AS-III-1: My Parenting Review
2. AS-III-2: Student/Teacher Evaluation for Assignment Sheet 1
3. AS-III-3: Parenting Acrostic

E. Answers to assignment sheets

F. Job sheets

1. JS-III-1: Perspectives on Parenting
2. JS-III-2: Interview Sheet -- Perspectives on Parenting
3. JS-III-3: Summary Sheet -- Perspectives on Parenting
4. JS-III-4: Student/Teacher Evaluation for Job Sheet 1

G. Unit test

H. Answers to unit test

II. References:

A. Books

1. Bell, Ruth Davidson, "The Middle Years." Ourselves and Our Children. Edited by the Boston Women's Health Book Collective. New York: Random House, 1978.

2. Ditzion, Joan Sheingold and Wolf, Dennie Palmer. "Beginning Parenthood." Ourselves and Our Children. The Boston Women's Health Book Collective. New York: Random House, 1978.

3. Hawley, Nancy Press. "Sharing Parenthood." Ourselves and Our Children. Edited by The Boston Women's Health Book Collective. New York: Random House, 1978.

4. Perry, John and Erna. Pairing and Parenthood. San Francisco: Canfield Press, 1977.

5. Ryerson, Alice Judson and Sanfork, Wendy Coppedge. "Being Parents of Grownups." Ourselves and Our Children. Edited by The Boston Women's Health Book Collective. New York: Random House, 1978.

6. Speizer, Jeanne Jacobs. "The Teenage Years." Ourselves and Our Children. Edited by the Boston Women's Health Book Collective. New York: Random House, 1978.

B. Kits

1. "Parenting." New York: Butterick Publishing, 1976.

2. "Parenting: Fathers, Mothers and Others." New York: J.C. Penney Company, Inc., 1975.

DEVELOPMENTAL STAGES IN PARENTING
UNIT III

INFORMATION SHEET

I. Terms and definitions

A. Adult - One who is fully developed physically and exhibits mature behavior.

B. Autonomy - Capability of being independent or free from the control of others

C. Caretaker role - Assuming the care of another person

D. Discipline - Setting limits or exercising control upon the actions of others

E. Life cycle - A series of stages through which an individual passes during his/her lifetime

F. Post-partum depression - Feelings of sadness or discouragement following the birth of a child

G. Semiautonomous - Partially independent from the control of others

II. Parenthood involves a developmental process with five basic stages.

A. Expectant parents

B. New parents

C. Parents of elementary school-age children

D. Parents of teenagers

E. Parents of adults

III. Expectant parents (biological, adoptive, or stepparents) go through a period of anticipation and preparation. (TM-III-1)

A. With the anticipation of a baby's arrival, expectant parents may recognize the network of relationships with each other, their own parents, and the total community of parents and children.

B. To some expectant parents this is a time of transition from adolescence into adulthood.

C. There are both excitement and difficulties accompanying pregnancy.

1. For the mother, some of the difficulties are physical, such as morning sickness, fatigue, and a change in appearance.

2. There may also be emotional or psychological reactions, such as the fear of childbirth.

3. The expectant father may feel left out and unable to share his partner's preoccupation with the physical process of pregnancy or the same excitement and/or concern about the pregnancy.

D. The expectant parents may be concerned about their capacities as parents, whether they will be "tied down" forever, whether both will share equally in parenting responsibilities, or whether their friends will be supportive in the case of the single parent.

1. Prospective parents may seek support and information if they are willing to admit their apprehension and lack of knowledge.

2. Although books and articles are available to offer information, discussions with other parents or prospective parents may be more supportive.

IV. New parents when entering parenthood need to balance their lives to accomodate many differing demands. The parents must maintain a partnership, adult friendships, and involvements with the outside world while developing a strong bond with their own child. (TM-III-2)

A. Traditionally, men were not expected to make many adjustments as new fathers other than having to provide more income.

1. Today, many men share in parenting responsibilities; some even assume the major caretaker role.

2. When parenthood is a sharing relationship, the partners may be closer, but sharing child care is not a substitute for continuing to maintain an adult relationship.

B. It is important for both fathers and mothers to live out their adulthood as well as their parenthood.

1. When mothers and fathers work outside the home and try balancing work and child care, there are conflicting demands between working and taking care of children.

2. Some parents may feel locked into the roles they assumed as new parents.

a. The primary caretaker, most often the mother, may feel isolated if she is at home away from other adults.

b. Working parents may feel tied to the office or work pressures and miss the intimacy they see developing between their children and their partners.

C. Time and experience are necessary in developing a strong bond with one's child and a strong sense of oneself as a parent.

1. The initial demands of the infant, especially for the mother who usually tends to be the primary caretaker, can cause her to be overwhelmed or extremely fatigued.

2. New fathers involved in parenting also feel the physical and emotional stresses resulting from the demanding and time-consuming care of the infant.

D. A society, which expects new parents to view parenthood romantically despite the new pressures they are under, adds to their post-partum depression.

1. Since both partners are under stress, they need their own sources of nurturing.

2. New fathers need to be supported and not ridiculed for nurturing babies.

E. New parents feel the conflict between the reality of parenthood and the idealistic concept they expect of themselves as parents.

1. New parents sometimes set impossibly high expectations for themselves as parents.

2. New parents also worry about whether they have an ideal child.

(NOTE: The new parents may feel it is their fault because the baby is irritable, when in reality, the child's behavior is normal.)

3. Stress may or may not occur between the new parents and their own parents.

a. New parents may re-evaluate the parenting they received in a critical fashion as well as admire what their parents accomplished.

b. The emotional distance that may have developed between the generations in adolescence and early adulthood may disappear because of what can now be shared between the generations.

c. Grandparents may provide support for the new parents and the child.

F. Parents are always in the process of learning to be parents.

1. There is a constant demand for change in how one relates to children because children are constantly changing.

(NOTE: For example, new parents work to form strong bonds with their children in infancy and then are soon faced with the steps of letting their children go as they become more independent.)

2. Throughout one's life, even as an adult, there are needs for dependence and independence.

3. The ability to cope with these changes depends on many factors:

a. Parenting knowledge and attitudes

b. Children's health

c. Whether one can ask for help

d. Whether one can work out ways to share parenting

e. Whether one can create supportive working and living arrangements.

4. Parents must determine what beliefs and values they want to transmit to their children.

a. A parent is never "off-duty" as children reflect "not what we say but what we do."

b. The values of one parent may differ from the other parent and those within the family may be slightly or radically different from those the children will meet when playing outside or going to school.

5. The image of the parent as being all-powerful, all-shaping can be a burden.

a. Parents must recognize that as children move out of the house into backyards, neighborhoods, and schools, parents are only one of the many influences on their children.

b. Letting other people into the child's life lightens the parent's load as teacher and provides the children with many people from which to learn.

V. During the years the child makes the transition from early childhood through elementary school-age, the parents have a time of passage from being full-time, twenty-four-hour-a-day caretakers to being the providers and guides for a semiautonomous young person. (TM-III-3)

A. Parents may feel that some of the pressure is reduced now because of the child's developing maturity and ability to care for himself/herself.

1. While some parents may have felt too strongly bound to their children when they were younger, they may begin now to feel left out of their lives.

2. The notion that parents raise their children so they can leave them is beginning to come into view at this stage.

3. Since a lot of time-consuming duties of early parenthood no longer exist, parents can spend more time in their other adult roles, not just in parenting roles.

B. At the beginning of the middle years when children formally enter the school system, they enter the public world.

1. This is a giant step in their movement toward separating from their parents.

2. Throughout this period more and more outsiders and outside ideas become part of the child's life.

3. Parents are no longer able to monitor all the child's activities.

4. As children become more aware of the larger society around them, they are constantly being exposed to new ideas and new ways of doing things.

a. Parents may sometimes be frustrated when their values are open to challenge from their children.

b. Each time the parent's values are challenged there is the opportunity to reaffirm them or to change them.

c. Such rethinking of values offers parents an excellent opportunity for growth.

C. Elementary school-age children look to their parents for guidance and approval.

1. Although children in this transitional period may act independent or are influenced to some extent by their peers, they tend to usually base their actions on parental opinions.

2. Part of being a parent is teaching one's children how to act responsible and how to be respectful of others and themselves.

3. The security children feel from knowing what is expected of them is really a parent's gift to his/her children.

4. Disciplining children is an area in which many parents experience disagreements.

a. Working together as a parental team, sometimes agreeing and other times trying to resolve disagreements, requires a lot of willingness to talk and classify ideas together.

b. Single parents may feel it is easier for them at times to discipline because the children have only one set of expectations to which to answer; however, having another adult around to share authority can provide the parent with comfort and support.

5. Parental attitudes about what are appropriate "girl's activities" and "boy's activities" influence their support for their children's interests and their enthusiasm in helping them develop their talents.

a. Sometimes it is hard for parents to separate legitimate encouragement and skill building from asking their children to fulfill some of their own undeveloped potential or unattained goals.

b. Since financial pressures on parents increase as children get older, parents may influence their children to take advantage of the sports activities and lessons available through school, neighborhood, or community sponsored organizations with which they are most familiar.

6. One of the most difficult aspects of being a parent during the middle years is feeling powerless to protect one's children from hurt.

   a. Children can learn from their mistakes.

   b. Children's mistakes or defeats are not easily tolerated by a parent who sees those defeats as reflections of the child's future character or the parent's ability.

   c. Although it is sometimes difficult for parents to separate themselves emotionally from their child's problem, this is a necessary step prior to helping the child through his/her difficulties.

7. Learning to be open and honest about one's feelings within the family is important for both parents and children.

   a. Where one's family is concerned, the emotions of love, sadness and anger can reach extreme levels.

   b. While children bring out one's most loving self, they also bring out a parent's rage.

   c. The conflict parents experience between what they feel and how they think they ought to feel is the cause of much guilt and frustration.

   d. Family life is full of angry situations, but if parents find themselves losing control quite often, they should seek help.

   e. Parents need to recognize that having intense, angry feelings is common. The problem is knowing when and how to act on them so as not to be destructive to others, expecially one's children.

VI. Parenting teenagers is a strenuous, challenging time and one in which the parents themselves may be contemplating their own path in life. (TM-III-4)

   A. Parents of teenagers are challenged to establish an adult relationship with them in which there is love and interdependence while living separate lives.

      1. Parents may view their teenagers at times as near adults who share their values and beliefs and then almost instantly be confronted with sullen, shouting children who act as if their parents were the enemy from whom they must escape.

2. One of the reasons it is sometimes hard to communicate with teenagers is that this is a time when they are experiencing many changing emotions.

   a. Parents need to avoid allowing the teenagers to control the emotional tone of the family.

   b. Although parents of teenagers may try to be tolerant of a wide range of behavior, their own self-respect and the whole family's need for peace should not be sacrificed.

   c. Rules of mutual respect and tolerance need to be developed.

3. Parents need to separate their self-image and identity from what their children think of them.

   a. Parents may find it difficult to maintain a strong sense of self-worth when their children challenge them.

   b. Although parents may recognize that being the center of their teenager's anger and criticism is only a stage in which they must pass, such knowledge does not always make it easy to accept.

B. One of the aspects of these years of parenting teenagers which make them both difficult and interesting is that this stage occurs at the time when most adults are restructuring their own lives.

1. While teenagers are searching for an identity separate from their parents, parents at the same time may be looking closely at where they are going in the years to come.

2. Although most people rethink their lives during their middle years, such rethinking may be intensified for parents of teenagers because of the presence of young, vibrant people who have most of their lives ahead of them.

   a. Parents of teenagers may see their children planning for new careers when they may have reached a plateau in their own career.

   b. Parents may view the freedom young adults have for new and different lifestyles and relationships with some degree of envy.

c. Parents who have worked hard to make their children's lives better than their own may be upset when they see their children, in their opinion, misusing their opportunities or taking them too much for granted.

3. Teenagers may stimulate creative changes in their parents.

   a. The excitement and enthusiasm of young adults may reawaken their parents to the joy of exploring new ideas.

   b. As parents try to help their teenagers, they may be helping themselves examine issues and perhaps gain new insights about themselves.

4. The process of rethinking one's life varies somewhat for women and men who have performed more traditional family roles.

   a. For women who stayed home to be the primary parent or who worked but still maintained primary responsibility for the family, the chief new movement is toward assuming more responsibilities outside the home.

   b. Since one's children are more independent, there is often new-found free time to engage in activities which fill one's needs.

   c. A woman who has not worked outside the home for a long time may find it difficult to re-enter the work world.

      1) If her image of herself is one of having been "only a housewife," the transition may be even more difficult.

      2) Women need to learn to value the many talents they have been using in their families and communities and use these talents to help them get a job.

   d. For men who have had their work as a primary focus and their family as a secondary one, the shift may be toward more involvement in the home and family.

      1) When men who have had to focus their time and energy primarily on their jobs reach the midpoint of their lives and begin to reassess their priorities, they may begin to question the balance between their home life, leisure life, and work life.

2) Fathers of teenagers may find they want more involvement with their children instead of just being consulted during crises.

3) Fathers who try to become close to their adolescents and want more family time together may feel rejected when their teenagers tend to be drawn more away from the family toward outside activities with friends.

5. The shared anxiety of parenting teenagers can lead to increased communication and closeness for a couple or it can bring disagreements that drive couples apart.

   a. Parents of teenagers may be so involved in their parenting roles that they forget there are other facets to their relationship which are unrelated to their roles as parents.

   b. If parents are focusing exclusively on their children, they may be avoiding other important issues that concern themselves as adults and as partners.

   c. Teenagers may manipulate their parents by sometimes smoothing the way and other times hindering all attempts at communication. (For example, a teenager may side with one parent leaving the other parent feeling as if they have been "ganged up on." At other times, the teenager may point out a middle ground and help the adults reach a compromise.

6. Parents of teenagers may notice a subtle shift in their responsibilities.

   a. Their parents may begin to depend on them more, and they may begin to parent them as well as their children.

   b. The mid-life search for one's new identity may entail delving deeper into one's past to help in planning for the future.

      1) Since one's parents shared their past, one may want to talk with them and re-examine what really happened when they were younger.

(NOTE: Individuals whose parents died when they were young may feel that their parents took their

childhood with them when they died. This may leave the adult with sort of a "rootless" feeling.)

2) Sometimes teenagers gain new insights from their grandparents which help in their interactions with their parents.

VII. Parents of adults may view their child's separation from them in a variety of ways ranging from the feeling that this is the disintegration of their family to feelings of relief and excitement.

A. Most parents have to deal in some way with the emotional vacuum left by the absence of a child.

B. Many parents need the opportunity to mourn about this separation without being misunderstood in order to prepare for a new phase of life.

1. Even though parents feel pleasure in the knowledge that their children are equipped to lead their own lives, they can still feel pain at the separation.

2. In our society, any signs of disappointment during this period of readjustment usually bring charges that the parent is trying to "cling" to his/her child.

3. Feelings of sadness should be recognized as natural and acceptable.

C. Many parents feel predominantly positive feelings of anticipation, relief, and pride when their children leave home.

1. The departure of children can bring financial relief which opens up the opportunity for parents to work less or to spend more money on themselves.

2. Many parents experience the feeling of having accomplished at least part of their basic purpose in life when they see their children reach adulthood.

D. For the single parent, the potential for freedom and for loneliness are both accentuated when children leave home.

VIII. Although it is difficult to determine precisely when one becomes a parent of an adult, this is usually the longest period of one's life as a parent. (TM-III-5)

A. While the years of one's mid-life may be difficult and unsettling, there is also excitement and the opportunity to look back over one's life and decide how to live the second half.

1. As opposed to the unsettling times of adolescence, adults have more maturity and experience to anticipate where their decisions will lead them.

2. For adults, as well as adolescents, this can be a time of new learning and incredible growth which is exhilarating.

B. One of the most challenging tasks for parents of grownups is to establish a relationship with them that affirms autonomy and caring concern on both sides.

1. Trusting one's children as adults is an indispensible factor in being able to let them go.

a. Sometimes for parents it is not a matter of trust as much as letting go of old patterns of protectiveness and guidance.

b. Most parents cannot help viewing what their grownup children do as a reflection upon themselves.

1) When parents are pleased with what their adult children are doing, they may be accused of taking their success too much as a reflection of their own achievements.

2) When parents are uncomfortable with what their adult children are doing, they may still see them as reflections of themselves and feel insulted, embarrassed, threatened, or rejected.

2. Our society, which defines adults as "people who can get along without help from their parents", increases the parent's feelings of helplessness and the child's feelings of reluctance to approach parents for advice or assistance.

a. In addition to a parent's feelings of helplessness when their grownup child has a problem, they may also feel guilty for the problems their child has as an adult.

b. Some parents feel that they themselves are failures when their children have serious problems.

c. Parents of grownups must recognize that their children are separate people and that they do not bear the sole responsibility for their adult child's life.

3. The parent's life after children leave home is profoundly influenced by where he/she is in the life cycle.

   a. One's health and physical energies shape one's experience as parents of adults.

   b. Sometimes a parent at this stage may have to begin caring for a sick or disabled spouse.

   c. Often at the time that one's children grow up, one's parents grow old and need care and attention.

      1) The dependency of an aging parent may provide a welcome substitute for absent children, or it may mean that one's anticipated freedom doesn't materialize because there is an older generation for which to care.

      2) In caring for one's parents, one's self-interest may be served in that one's children learn what an appropriate role is in caring for an aging parent.

4. Among parents and grown children, the crucial balance between dependence and automony shifts from one side to the other throughout the rest of their lives.

   a. Whenever parents need their children more than they are needed by their children, either for emotional support or for physical assistance in times of sickness, it can be an uncomfortable position for both sides.

   b. Both the parent and the adult child may be a burden to each other as well as a tremendous source of love and fellowship.

5. When individuals are familiar with the developmental stages of parenting, they are better able to anticipate their parenting roles throughout life. (AS-III-1, 2, 3 and JS-III-1, 2, 3, 4)

Expectant Parents

"I wonder if the pain in child birth is as bad as Alice said."
"I wonder if I'll be able to handle all the responsibilities of bringing up a child."
"She's so concerned about herself and the baby's arrival that she hardly notices me around anymore."
"I wonder if he really thinks I look 'cute' or if he's just saying that to make me feel better."

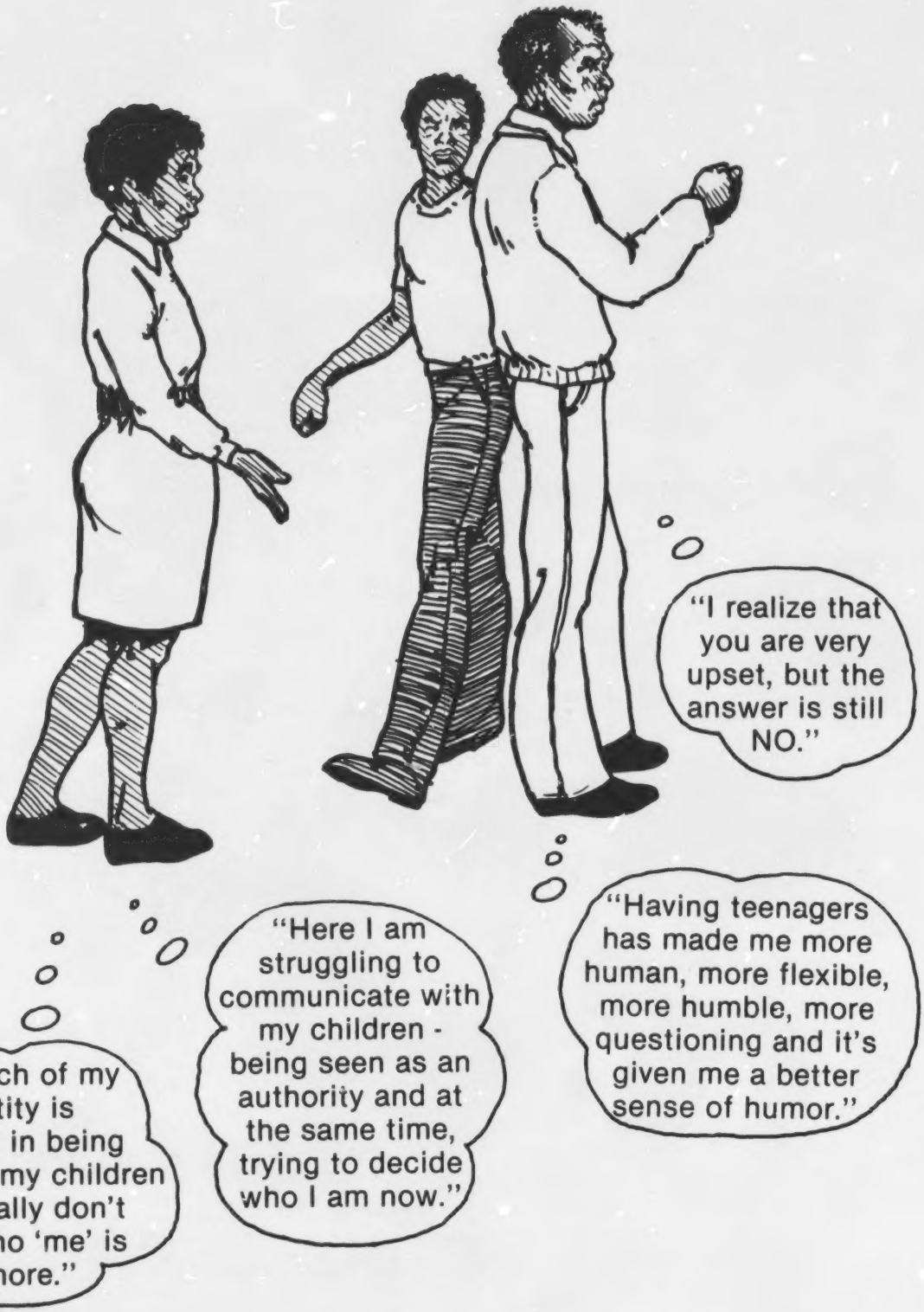
New Parents

"I've never been so exhausted in my whole life. I never knew being a father would mean all this work and lack of sleep."
I feel like I need someone to take care of **me** right now."
"We don't seem to have any time together to talk or do the things we used to do as a couple. I guess that's not important now though."
"Wow! This is great! I never knew I could love a child like this and even enjoy taking care of a baby."

Parents of Elementary School-age Children

"I wonder if he pays attention to anything we say now."
"Maybe I should reconsider my position. Perhaps I have been narrow minded."
"I never realized I could be so angry. Why does he upset me so?"
"I hate to see their team lose again. He gets so disappointed."

Parents of Teenagers


"I realize that you are very upset, but the answer is still NO."
"Having teenagers has made me more human, more flexible, more humble, more questioning and it's given me a better sense of humor."
"Here I am struggling to communicate with my children - being seen as an authority and at the same time, trying to decide who I am now."
"So much of my identity is involved in being needed by my children that I really don't know who 'me' is anymore."

Parents of Adult Children

"I don't feel like hanging on to them. I'm more interested in them as individuals than as children."
"I feel relief because I no longer feel responsible for developing a marvelous person. I have done all I can."
"I don't have the freedom I anticipated now that the kids have left home because my parents are in failing health and I need to take care of them."
"Each time Laura comes home to visit and re-establishes familiar patterns, the pain and loss repeat themselves when she goes."

DEVELOPMENTAL STAGES IN PARENTING
UNIT III

ASSIGNMENT SHEET 1: MY PARENTING REVIEW

Directions: Answer the following questions to become more aware of the parenting roles people have assumed in your life.

1. Do you have older brothers and/or sisters? _____
   If so, have they assumed any parenting roles in your life? _____
   What have they done for you? _____

2. Do you have younger brothers and/or sisters? _____
   Do you help "parent" them? _____
   What do you do for them? _____

   Are there other children you help "parent"? _____
   If so, what is your relationship to them and what parenting responsibilities do you assume? _____

3. If you live in a two-parent family do your parents share the parenting responsibilities? _____
   Does each parent assume an equal amount of responsibilities in parenting? _____
   If responsibilities are somewhat divided, in which areas does your father assume major responsibilities? _____

   In what areas does your mother assume major responsibilities?

4. If you live in a one-parent family, are there other individuals, besides your parent, who actively assume parenting roles in your life? _____ In what way?_____

_____

_____

If you have a second parent who is not in the home, does he or she also assume a parenting role in your life? In what way? _____

_____

_____

5. If you marry, do you expect to have a family arrangement similar to your present family structure? _____

_____

What would you change? _____

_____

What would you maintain? _____

_____

6. Do other relatives, such as grandparents, an aunt, or an uncle live in your home? _____
What parenting roles do they play? _____

_____

7. Are there other individuals who have played an important parenting role in your life? _____ Who are they?_____

_____

What influence have they had in your life? _____

_____

_____

DEVELOPMENTAL STAGES IN PARENTING
UNIT III

ASSIGNMENT SHEET 2: STUDENT/TEACHER EVALUATION FOR ASSIGNMENT SHEET 1

Directions: Circle the correct response (Yes or No) following each statement. If you circle the "No" response, use the comments section to explain why the statement is not true.

	Student Evaluation	Teacher Evaluation	Comments
A. All questions which were applicable to the student's family situation were answered.	Yes No	Yes No	

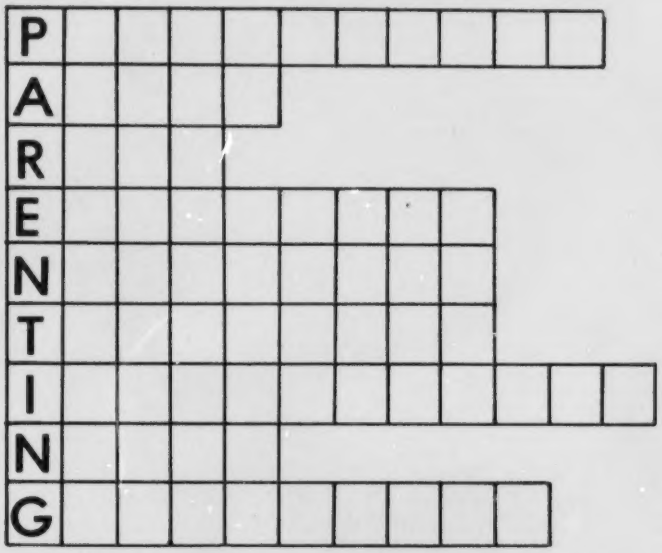
The following is to be completed by the student only.

	Student Evaluation	Comments
B. This assignment sheet helped me become more aware of the parenting roles people have assumed in my life. Explain response.	Yes No	

DEVELOPMENTAL STAGES IN PARENTING
UNIT III

ASSIGNMENT SHEET 3: PARENTING ACROSTIC

Directions: The following acrostic focuses upon the word "Parenting." Each of the incomplete sentences below deals with an idea concerning parenting. Complete each sentence and write the word in the space provided in the acrostic.



1. A society which expects new parents to view parenthood romantically despite the new pressures they are under, adds to their _____ depression.

2. Parents need to recognize that having intense, _____ feelings is common; the problem is knowing when and how to act on them so as not to be destructive to others, especially one's children.

3. While children bring out one's most loving self, they also bring out a parent's _____.

4. The anticipation of a baby's arrival may reorganize the _____ parent's network of relationships with each other, their own parents, and the total community of parents and children.

5. New fathers need to be supported and not ridiculed for _____ babies.

6. Parents of _____ are challenged to establish an adult relationship with them in which there is love and interdependence while living separate lives.

7. Throughout one's life, even as an adult, there are simultaneous needs for dependence and _____.

8. Since teenagers are more independent, their parents may have new-found free time to engage in activities which fill their _____.

9. Parents of teenagers may notice a subtle shift in their responsibilities as the middle _____--being in the middle position between their parents and their children.

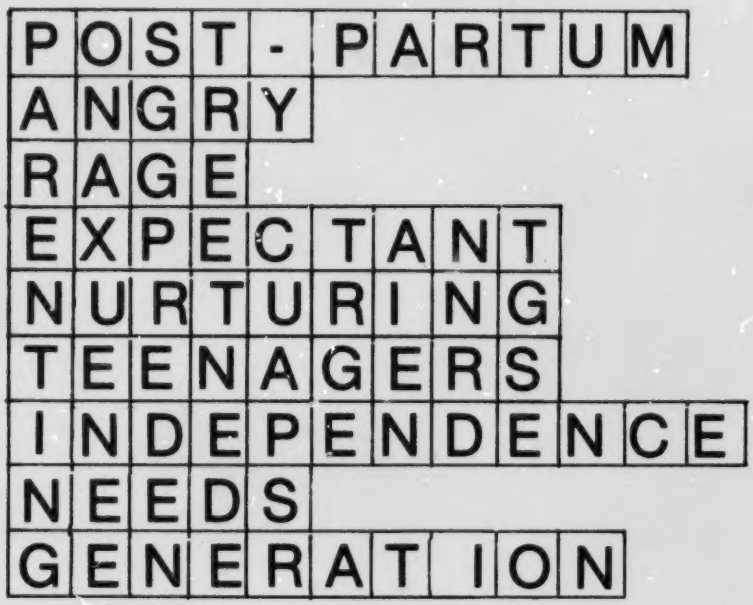
DEVELOPMENTAL STAGES IN PARENTING
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET 1 and 2:

Instructor determines criteria for grading.

ASSIGNMENT SHEET 3:



DEVELOPMENTAL STAGES IN PARENTING
UNIT III

JOB SHEET 1: PERSPECTIVES ON PARENTING

I. Equipment and Materials Needed:

A. JS-III-2: "Interview Sheet - Perspectives on Parenting"

B. JS-III-3: "Summary Sheet - Perspectives on Parenting"

C. JS-III-4: Student/Teacher Evaluation for Job Sheet 1

D. Pen or pencil

II. Procedure:

A. Divide class into groups.

B. Assign responsibilities within the group for interviewing a parent who is in any of the following developmental stages of parenting:

1. An expectant parent

2. A new mother or father (first child is an infant or pre-schooler)

3. Mother or father of a child in elementary school

4. Mother or father of a teenager

5. Mother or father of an adult

(NOTE: It is recommended that at least one parent in each developmental stage be interviewed and that the interviewers be somewhat equally divided between male and female respondents.)

C. Telephone, write a letter, or personally contact the individual you wish to interview and set up a time for the interview.

(NOTE: Check with your teacher for procedures to follow in requesting an interview.)

D. Conduct the interview using JS-III-2: "Interview Sheet--Perspectives on Parenting" to gain information.

E. Follow up the interview with a personal note expressing appreciation to the individual you interviewed.

F. Share information from interview with group members.

G. As a group, complete JS-III-3: "Summary Sheet--Perspectives on Parenting"

H. As a group, present the information from the group's Summary Sheet to the entire class.

I. Submit Interview Sheet and the group's Summary Sheet to the teacher.

J. Evaulate work on the project by completing the student section of JS-III-4: Student/Teacher Evaluation for Job Sheet 1.

DEVELOPMENTAL STAGES IN PARENTING
UNIT III

JOB SHEET 2: INTERVIEW SHEET--PERSPECTIVES ON PARENTING

Note: The interviewee's name should be kept confidential when reporting information from this interview.

General Information:

A. How many children do you have and what are their ages? _____

_____

B. If you are a grandparent, how many grandchildren do you have and what are their ages? _____

_____

C. Sex of the interviewee: (Circle) Male Female

D. The interviewee is in the following developmental stage(s) of parenting: (Circle the one(s) which apply.)

1. Expectant parent
2. New parent
3. Parent of elementary school-age child
4. Parent of teenager
5. Parent of adult

Decision to Parent:

E. If married, was the decision to become parents a mutual one for you and your spouse? _____

F. Did you ever consider not having children? _____

Preparation for Parenthood:

G. How did you prepare (or are you preparing) for your role as a parent? (If you adopted the child, was your preparation different than it might have been if you were the child's biological parent?)

Adjustments to Parenthood:

H. What adjustments has parenthood brought in your life?

I. How are responsibilities for child care divided within your family?

J. What are some of the joys of being a parent?

K. What are some of the frustrations of being a parent?

L. If you are the parent of an older child or children, has your parenting role changed as your child(ren) have been growing up?

M. How do you think you will react (or did react) to your child growing up and leaving home?

N. If you are a grandparent, are your attitudes toward your grandchildren very different from those you hold toward your children? How?

O. If you are presently employed, has parenthood affected your job or career plans?

P. If employed, what adjustments, if any, have you made to balance the demands of your job and your responsibilities as a parent?

DEVELOPMENTAL STAGES IN PARENTING
UNIT III

JOB SHEET 3: SUMMARY SHEET--PERSPECTIVES ON PARENTING

Directions: After each group member has shared information with the group from their interview sheet, compile, as a group, the information requested on this Summary Sheet.

1. Decision to parent--was there a difference between male and female responses? If so, how did they vary?

   Did older parents respond differently than younger parents?

2. Preparation for parenthood--was there a difference between male and female responses? If so, how did they vary?

   Did older parents respond differently than younger parents?

3. Adjustments to parenthood--was there a difference between male and female responses? If so, how did they vary?

   Did older parents respond differently than younger parents?

   How did grandparents' attitudes toward their grandchildren vary from those they had toward their children?

DEVELOPMENTAL STAGES IN PARENTING
UNIT III

JOB SHEET 4: STUDENT/TEACHER EVALUATION FOR JOB SHEET 1

Directions: Circle the correct response (Yes or No) following each statement. If you circle the "No" response, use the comments section to explain why the statement is not true.

	Student Evaluation	Teacher Evaluation	Comments
A. Appropriate procedures as identified by the teacher were followed in setting up an interview.	Yes No	Yes No	
B. A parent was interviewed using the "Interview Sheet--Perspectives on Parenting" as a guide.	Yes No	Yes No	
C. The "Interview Sheet"--Perspectives on Parenting" was completed.	Yes No	Yes No	
D. A personal note of appreciation was written to the individual who was interviewed.	Yes No	Yes No	
E. Information from the "Interview Sheet--Perspectives on Parenting" was reported to the group.	Yes No	Yes No	
F. Student participation in group discussion and completion of "Summary Sheet--Perspectives on Parenting"	Yes No	Yes No	
G. Student participation in group's presentation to the class	Yes No	Yes No	

	Student Evaluation		Teacher Evaluation		Comments
	Yes	No	Yes	No	
H. Student submitted "Interview Sheet--Perspectives on Parenting" and the groups' "Summary Sheet--Perspectives on Parenting" to the teacher					

Turn in this Evaluation Sheet to receive the teacher's evaluation.

DEVELOPMENTAL STAGES IN PARENTING
UNIT III

UNIT TEST

MATCHING

Match the terms in the right-hand column to the correct definitions in the left-hand column. Write the letter of the most appropriate match in the space.

_____ 1.	Feelings of sadness or discouragement following the birth of a child	a. Adult
_____ 2.	A series of stages through which an individual passes during his/her lifetime	b. Autonomy
_____ 3.	Capability of being independent or free from the control of others	c. Caretaker role
_____ 4.	Setting limits or exercising control upon the actions of others	d. Discipline
_____ 5.	Partially independent from the control of others	e. Life cycle
_____ 6.	Nourishing or fostering the development of others	f. Nurturing
_____ 7.	One who is fully developed physically and exhibits mature behavior	g. Post-partum depression
_____ 8.	Assuming the care of another person	h. Semiautonomous

SEQUENCING

Arrange in order the five basic developmental stages in parenting.

9. _____

10. _____

11. _____

12. _____

13. _____

TRUE-FALSE

Read each statement carefully. If the statement is correct, write the letter "T" in the blank to the left of the number. If the statement is not correct write the letter "F" in the blank to the left of the number.

_____14. The excitement of pregnancy eliminates any concerns the expectant parents may have about parenthood.

_____15. The expectant mother may experience some physical difficulties, such as morning sickness, fatigue and a change in appearance.

_____16. Some expectant mothers experience emotional or psychological reactions, such as the fear of childbirth.

_____17. The expectant father should not be encouraged to share in the preparation for the baby's arrival.

_____18. Time and experience are necessary in developing a strong bond with one's child and a strong sense of oneself as a parent.

_____19. Traditionally, men were not expected to make many adjustments as new fathers other than having to provide more income.

_____20. Sharing in child care responsibilities can be an excellent substitute for continuing to maintain an adult relationship with one's spouse.

_____21. New fathers rarely experience any physical or emotional stress when they share parenting responsibilities for an infant.

_____22. New fathers are usually not capable of nurturing babies.

_____23. Throughout one's life, even as an adult, there are needs for dependence and independence.

_____24. Parents must determine what beliefs and values they want to transmit to their children.

_____25. Since elementary school-age children act independently and are influenced by their peers, they usually don't pay attention to their parent's opinions.

_____26. A happy family is one where angry emotions are not expressed.

_____27. Parents should try to protect their children from making mistakes or experiencing any defeats.

_____28. Parents may profit from the opportunity to reaffirm or to change some of their values which are challenged by their children.

_____29. Learning to be open and honest about one's feelings within the family is important for both parents and children.

_____30. Mutual respect and tolerance are important elements in parent-teenager relationships.

_____31. Teenagers may stimulate creative changes in their parents.

_____32. Most adults go through a mid-life examination that involves looking closely at where they are going in the years to come.

_____33. A healthy self-image for parents of teenagers should be based on the teenager's attitudes toward them.

_____34. Being the parent of an adult is usually the longest period for one's life as a parent.

_____35. Signs of disappointment felt by a parent during the period of readjustment after a child leaves home are an indication that the parent is too possessive.

_____36. Most parents have to deal in some way with the emotional vacuum left by the absence of a child.

_____37. Feelings of relief and excitement upon a child's leaving home are usually signs that the parent and the child did not have a close relationship.

_____38. The parent's life after children leave home is profoundly influenced by where the parent is in his/her life cycle.

DEVELOPMENTAL STAGES IN PARENTING
UNIT III

ANSWERS TO UNIT TEST

MATCHING

1. g
2. e
3. b
4. d
5. h
6. f
7. a
8. c
9. Expectant parents
10. New parents (first child is an infant or preschooler)
11. Parents of elementary school-age children
12. Parents of teenagers
13. Parents of adults

TRUE-FALSE

14. F	24. T	34. T
15. T	25. F	35. F
16. T	26. F	36. T
17. F	27. F	37. F
18. T	28. T	38. T
19. T	29. T	
20. F	30. T	
21. F	31. T	
22. F	32. T	
23. T	33. F	

SOCIAL RESPONSIBILITY FOR PARENTING
UNIT IV

UNIT OBJECTIVE

After completion of this unit, the learner should be able to comprehend that each individual in society contributes to an environment which can be supportive of parents and children. This knowledge will be evidenced by completion of the assignment sheet and job sheets and by scoring at least 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the learner should be able to:

1. Recall that the basic human rights of all children were identified by the United Nations General Assembly in 1959 when they adopted the "Declaration of the Rights of the Child."

2. Recognize that 80 percent of the world's children live in less developed countries that are unable to feed, house, educate, and protect the health of all their children at even minimally adequate levels.

3. Recognize that the financial provider role has become a crucial one for mothers as well as fathers.

4. State five reforms that could ease the stresses of the working parent in the United States and bring a more equitable sharing of the costs of raising children.

5. Realize that parents are legally required to support their minor children.

6. Briefly describe three reasons why learning to ask for help may be one of the most important skills that parents can develop.

7. List at least six steps that individuals take to deal more effectively with agencies, institutions, and professionals.

8. Identify community resources which aid parents and secure information about the services which they provide, the qualifications for securing these services, the costs involved, and the procedures to follow in obtaining assistance from the agency or service.

SOCIAL RESPONSIBILITY FOR PARENTING
UNIT IV

SUGGESTED ACTIVITIES

I. Instructor

A. Provide learners with objective sheet.

B. Provide learners with information, assignment and job sheets.

C. Make transparencies.

D. Review unit and specific objectives.

E. Review information and assignment sheets.

F. Provide equipment and materials for job sheets.

G. Prepare learners for carrying out job sheets.

H. Evaluate assignment sheet and job sheets.

I. Give unit test.

J. Evaluate unit test.

II. Learner

A. Read objectives.

B. Study information sheets.

C. Complete assignment sheet.

D. Complete job sheets.

E. Take unit test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objective sheet

B. Suggested activities

C. Information sheets

D. Transparency masters

1. TM-IV-1: Declaration of the Rights of the Child

2. TM-IV-2: The World's Children

3. TM-IV-3: Asking for Help

E. Assignment sheet

1. AS-IV-1: Parenting Scramble

F. Answers to assignment sheet

G. Job sheets

1. JS-IV-1: Graffiti Thoughts

2. JS-IV-2: Graffiti Thoughts Worksheet

3. JS-IV-3: Student/Teacher Evaluation for Job Sheet 1

4. JS-IV-4: Community Resources for Parents

5. JS-IV-5: Community Resources Summary Sheet

6. JS-IV-6: Student/Teacher Evaluation for Job Sheet 4

H. Unit test

I. Answers to unit test

II. References:

A. Books

1. Doress, Paula Broun. "Society's Impact on Families." Ourselves and Our Children. Edited by The Boston Women's Health Book Collective. New York: Random House, 1978.

2. Hanna, John Paul. The Complete Layman's Guide To The Law. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1974.

3. Perry, John and Erna. Pairing and Parenthood. San Francisco: Canfield Press, 1977.

4. Satir, Virginia. Peoplemaking. Palo Alto, CA: Science and Behavior Books, Inc., 1972.

B. Pamphlets

1. Cooperative Extension Service. "Building Better Lives." Pittsfield, MA: Cooperative Extension Service, 1979.

C. Kits

1. "Parenting." New York: Butterick Publishing, 1976.

2. "Parenting: Fathers, Mothers and Others." New York: J.C. Penney Company, Inc., 1975.

D. Films

1. U.S. Committee for UNICEF. "What Rights Has the Child?" New York: United Nations.

   This film uses colorful art from children around the world. The art was collected by UNICEF and is similar to the pictures on their calendars. The fifteen minute film is narrated by youngsters giving their interpretations of the "Ten Rights of the Child."

   Available <u>free</u> from:

   U.S. Committee for UNICEF
   331 E. 38th
   New York, NY 10016

SOCIAL RESPONSIBILITY FOR PARENTING
UNIT IV

INFORMATION SHEET

I. The basic human rights of all children were identified by the United Nations General Assembly in 1959 when they adopted the "Declaration of the Rights of the Child." (TM-IV-1)

A. In effect, the United Nations asks that everyone be parents to the world's children.

B. Society has an impact on children and families and their parenting experiences. (JS-IV-1, 2, 3)

II. About 80 percent of the world's children live in less developed countries that are unable to feed, house, educate, and protect the health of all their children at even minimally adequate levels. (TM-IV-2)

A. The lack of fulfillment of basic needs is not limited to developing countries.

B. In the United States in 1978, one million children were physically abused or neglected, ten million children had received no medical care, and nearly half of all U.S. children have never visited the dentist.

III. The economy, which determines the work that parents can get and how much they can earn, is basic to the larger social system and may affect one's family more powerfully than any other institution. The financial provider role has become a crucial one for mothers as well as fathers.

A. Families exist within communities which are a part of a complex web of social institutions, each of which has an effect on the other.

B. The amount of money parents earn determines the quality of their family's housing health care, the quality and quantity of their children's education, and the quality and quantity of all the goods and services that families need.

C. The family's values and priorities also help determine the quantity and quality of goods and services the family requires.

D. Though fathers have traditionally had their contribution to parenthood defined as their ability to provide, many fathers today are wanting to cut back on the time and energy demands of their work in order to participate more in parenting.

E. Though it has been harder for mothers to gain recognition of their role as financial providers, approximately 70 percent of women in paid employment are either the sole providers for their children or are in families where the father earns $7,000 or less.

F. A major life-planning problem for many parents is that their overall career or job advancement pattern may conflict with the child-rearing needs.

1. The time when one is expected to work the hardest building the foundation for a work life may be the same time when child-raising demands are highest.

2. Parents want time with their children, but they also want to feel competent and responsible at their work and to be respected by co-workers.

IV. There are a number of reforms that could ease the stresses of the working parent in the United States and bring a more equitable sharing between the family and society of the physical and psychological costs of raising children.

A. Sick leaves that provide for caring for ill members of one's household - Sweden has a national policy on sick leave. In 1976 a law was passed authorizing sick leave for working parents whenever a child was ill, provided that half of the allotted time was taken by the father and half by the mother.

B. Leaves for new parents - Paternity leaves are just beginning to receive recognition in the United States from some colleges and universities. So far, though, even when paternity leaves are available, the attitudes of employers and co-workers might make fathers reluctant to use them. In Sweden, the government has been trying out a system of paid paternity leave since 1974. Parents are allowed seven month's leave after the birth of a child while receiving 95 percent of their pay. If both parents work and both wish to use the leave, they may split the seven months between them. In France, the cabinet recently approved the extension of maternity leave from one to two years, with reinstatement guaranteed.

C. Bringing children to work on occasion

D. On-site day care at the workplace

E. Flexible work hours so that both male and female employees can be with children when they are not needed

F. Increasing the number of part-time jobs and upgrading their status so that parents who want to can give more

of their time and energy to parenting without sacrificing their opportunities for good jobs and advancement

G. A shorter workday as a result of spreading the existing jobs in order to employ more people

H. Quality child care for all children of all ages - A Women's Bureau-Children's Bureau study reported that 18,000 children under the age of six were "latch-key" children (children who let themselves into the house in the parent's absence). This is undoubtedly an underestimate. Few mothers will answer, when asked by a census taker, that they were unable to make any arrangements whatsoever for child care.

V. Attitudes toward children vary from society to society. In certain cultures, many more individuals are involved in the child's care. American parents are regarded as having sole responsibility for the children. Parents are legally required to support their minor children. (AS-IV-1)

A. The traditional American value of self-reliance in which each family is regarded as an independent unit has tended to act as a barrier to providing more support for parents and children.

B. According to the law, liability for support rests primarily with the father, but the mother is also liable if what the father furnishes is inadequate.

C. The parents' legal obligation is to provide food, clothing, shelter, medical care and education. If a father fails to support his children, either the mother or the children can bring a civil action against him. The state can also bring a criminal action against him for nonsupport.

D. Some state laws provide that adult children have to support their parents or grandparents if they are unable to support themselves.

E. Particularly in the United States, where there is a tradition of leaving home in adulthood (and, thereby leaving support) there is a need to re-create situations in which one can find help and support.

1. To cope with the loss of support, parents may turn to "experts" for information that in former times was exchanged within families and communities.

2. Many parents don't even think to ask for help as they judge their daily problems to be too trivial.

VI. Learning to ask for help may be one of the most important skills that parents can develop. (TM-IV-3)

A. The area in which parents need the most continuous help is with the "everyday" situations of parenting.

B. When parents can talk over day-to-day parenting situations, some crises may be prevented.

C. If problems become too much for one to solve with the help of family and friends, one may be directed to existing formal resources - therapists, doctors, social service agencies, or special problem-oriented organizations such as Parent's Anonymous, Parents without Partners, Ala-teen, etc.

D. As helpful as professionals, agencies, or institutions may be, their usefulness is increased when parents simultaneously get help from the informal resources of family, friends, or local support groups.

(NOTE: For example, a therapist can be very supportive, but is not a substitute for a friend; nor is a pediatrician the appropriate person to share one's day-to-day questions about parenting.)

E. In American society, relatively little energy and money go into preventive and educational resources for parents.

F. Parents who are not experiencing serious problems may end up having to wait until there is almost a crisis situation before they can find an appropriate resource to which they can turn.

VII. To deal more effectively with agencies, institutions, and professionals, individuals may take several steps. (JS-IV-4, 5, 6)

A. Identify the problem to the best of your ability. In some cases, individuals may need help in accurately identifying problems.

B. Ask someone you know and trust what resources they have used with good results.

C. Look for allies. Several people with related needs may get more action than one parent alone.

D. Write down everything that is pertinent. For example, list the name of each organization, its phone number, the referring individual, the individual with whom you spoke and what was said.

E. Make contact by calling or going to the places where help might be available.

F. Continue in your efforts to secure help. If you do not immediately find the right resources or the right person to help you, do not give up.

G. Be open to new sources of information, such as libraries, community bulletin boards, churches, schools, local mental health centers, and hot lines.

H. Let your friends help. For example, ask someone to babysit for you or to go with you when you visit the professional from whom you are seeking assistance.

I. Ask for referrals if one agency is unable to provide the assistance you need.

J. Don't be intimidated. It can be a sign of strength to reach out for help just as it is a sign of strength to give help.

Declaration of the Rights of the Child

The right to *affection, love and understanding.*

The right to *adequate nutrition and medical care.*

The right to *free education.*

The right to *full opportunity for play and recreation.*

The right to *a name and nationality.*

The right to *special care, if handicapped.*

The right to *be the first to receive relief in times of disaster.*

The right to *be a useful member of society and to develop individual abilities.*

The right to *be brought up in a spirit of peace and universal brotherhood.*

The right to *enjoy these rights, regardless of race, color, sex, religion, national or social origin.*

Adopted by the United Nations in 1959.

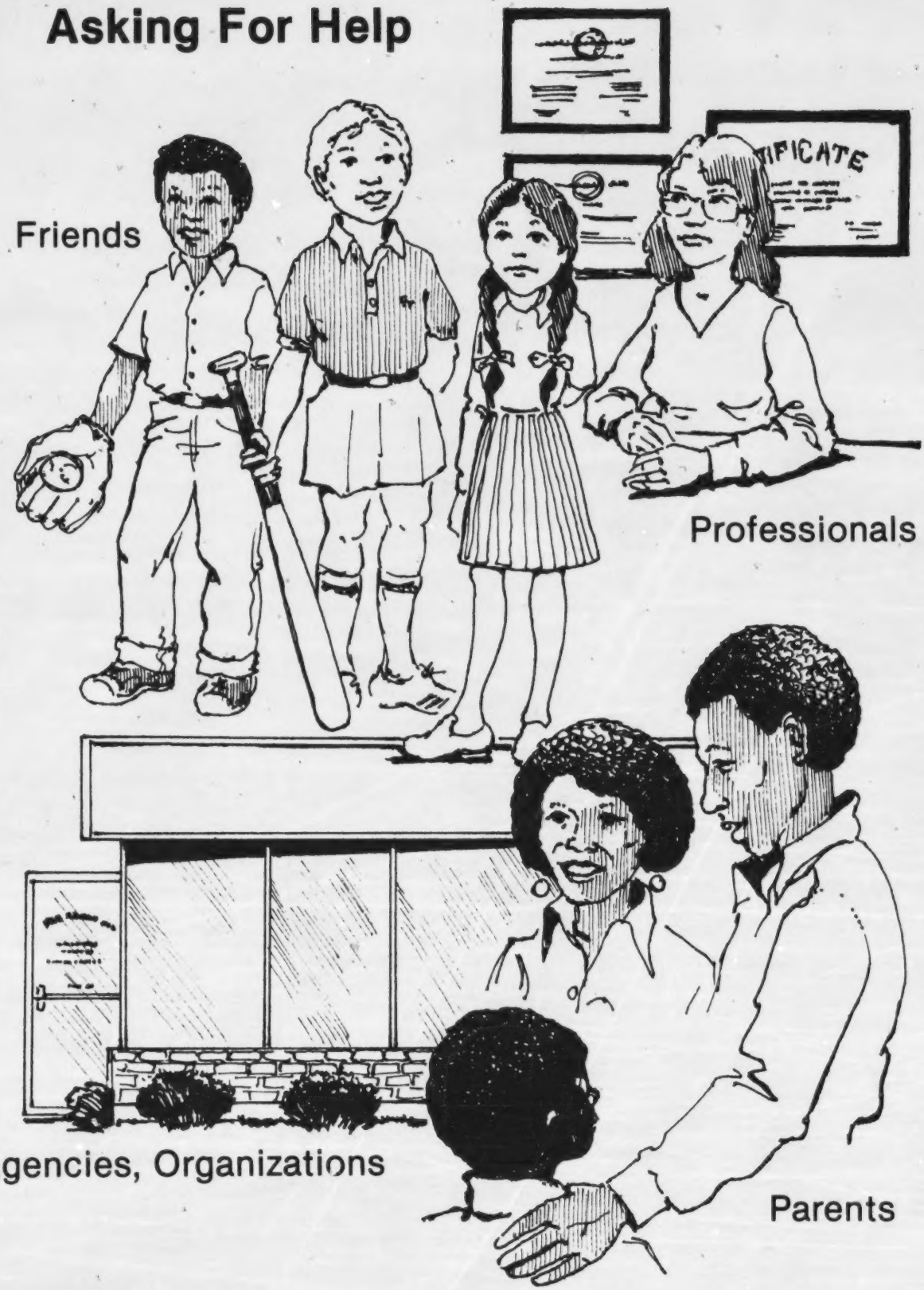
The World's Children

Of the World's Children...

20 Percent Live In
Industrialized
Countries

80 Percent Live In
Less Developed Countries

Asking For Help



SOCIAL RESPONSIBILITY FOR PARENTING
UNIT IV

ASSIGNMENT SHEET 1: PARENTING SCRAMBLE

Directions: When the following scrambled words are unscrambled, they will provide the answers to the questions below. The circled letters in each of the first nine answers can then spell the answer to question 10.

1. TE(P)IYTARN _____
2. UETID(N) INSONAT _____ _____
3. ANE(R)PTS _____
4. NC(I)NALFIA _____
5. (E)SENWD _____
6. GIH(T)SEH _____
7. MOC(N)OYE _____
8. TH(A)L-YKE _____
9. YTHEI(G) _____
10. ○○○○○○○○○ _____

1. Leaves from work for new fathers are called _____ leaves.
2. The _____ adopted the Declaration of the Rights of the Child in 1959.
3. _____ are legally required to support their minor children.
4. The _____ provider role has become a crucial one for mothers as well as fathers.
5. _____ is a country which has a national policy on sick leave and has been trying out a system of paid paternity leave.
6. The time when one is expected to work the hardest building the foundation for a work life may be the same time when child raising demands are _____.
7. The _____, which determines the work that parents can get and how much they can earn, is basic to the larger social system and may affect one's family more powerfully than any other institution.

8. Children who let themselves into the house in the parents' absence are referred to as _____ children.

9. About _____ percent of the world's children live in less developed countries that are unable to feed, house, educate, and protect the health of all their children at even minimally adequate levels.

10. Society has an impact on children and families and their _____ experiences.

SOCIAL RESPONSIBILITY FOR PARENTING
UNIT IV

ANSWERS TO ASSIGNMENT SHEET

ASSIGNMENT SHEET 1:

1. Paternity
2. United Nations
3. Parents
4. Financial
5. Sweden
6. Highest
7. Economy
8. Latch-key
9. Eighty
10. Parenting

JOB SHEET 1: GRAFFITI THOUGHTS

I. Equipment and Materials Needed:

A. A copy of JS-IV-2: Graffiti Thoughts Worksheet

B. Pen or pencil

II. Procedures

A. Read each "Graffiti Thought" and then add your own ending.

B. Display your "Graffiti Thoughts" in the classroom.

C. Read the thoughts of other students.

D. Summarize, as a class, the key points brought out by the "Graffiti Thoughts." As a guide to discussion, you may want to consider the question, "How does each individual in society contribute to an environment which can be supportive of parents and children?"

SOCIAL RESPONSIBILITY FOR PARENTING
UNIT IV

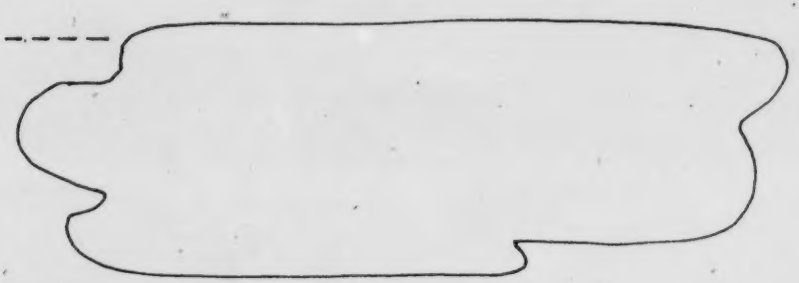
JOB SHEET 2: GRAFFITI THOUGHTS WORKSHEET

Directions: Read the phrases and then add your own endings.

Children's rights_____

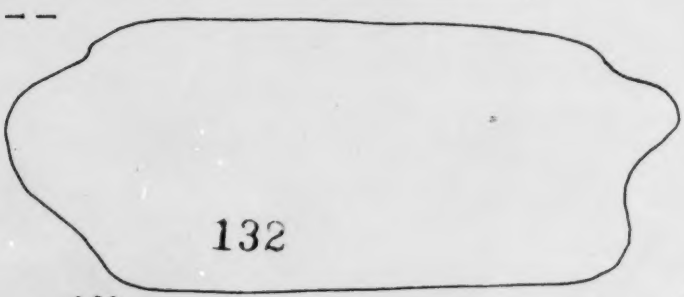
Hungry children_____

Asking for help _____



Caring for children_____

Working parents_____



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SOCIAL RESPONSIBILITY FOR PARENTING
UNIT IV

JOB SHEET 3: STUDENT/TEACHER EVALUATION FOR JOB SHEET 1

Directions: Circle the correct response (Yes or No) following each statement. If you circle the "No" response, use the comments section to explain why the statement is not true.

	Student Evaluation	Teacher Evaluation	Comments
A. The "Graffiti Thoughts" sheet was completed.	Yes No	Yes No	
B. The "Graffiti Thoughts" sheet was displayed in the classroom.	Yes No	Yes No	
C. The "Graffiti Thoughts" of other students were read.	Yes No	Yes No	
D. The key points brought out by the "Graffiti Thoughts" were summarized.	Yes No	Yes No	
The following is to be completed by the student only.			
E. This job sheet helped me realize how each individual in society contributes to an environment which can be supportive of parents and children. Explain response.	Yes No		

SOCIAL RESPONSIBILITY FOR PARENTING
UNIT IV

JOB SHEET 4: COMMUNITY RESOURCES FOR PARENTS

I. Equipment and Materials Needed:

A. JS-IV-5: Community Resources Summary Sheet

B. JS-IV-6: Student/Teacher Evaluation for Job Sheet 4

C. Pen or pencil

D. Brochures, magazine or newspaper articles, and any other publications with information about community resources for parents.

II. Procedure

A. Identify as many community resources which aid parents as you can think of and write them on the chalk board.

(NOTE: The teacher may add additional resources that the students have not identified.)

B. Select a community resource to research and report back to the class.

C. Secure information about this community resource by searching through the materials provided by your teacher or by securing information from library resources.

D. Determine whether it would be possible to interview someone to secure more information about the community agency or service.

E. Telephone or write a letter requesting an interview with anyone who could assist you in securing additional information.

(NOTE: Check with your teacher for procedures to follow in requesting an interview. A telephone interview might be possible if a person-to-person interview cannot be scheduled.)

F. Use the "Community Resources Summary Sheet" as a guide in formulating questions for the interview.

G. Conduct the interview.

H. Follow up the interview with a personal note expressing appreciation to the individual(s) you interviewed.

I. Summarize the information obtained from all sources by completing the "Community Resource Summary Sheet."

J. Report to the class the information you have secured.

K. Evaluate your work on this project by completing the student section of the (JS-IV-6) "Student/Teacher Evaluation for Job Sheet 4."

SOCIAL RESPONSIBILITY FOR PARENTING
UNIT IV

JOB SHEET 5: COMMUNITY RESOURCES SUMMARY SHEET

1. Title of agency or service _____.

2. Description of the services which are provided:

3. Who can qualify for these services?

4. What are the costs, if any, for the individual who is seeking assistance?

5. What procedures does a person follow to get assistance from this agency or service?

6. Sources used in compiling the information on this summary sheet: (In addition to printed resources, list the person(s) interviewed and their job title.)

SOCIAL RESPONSIBILITY FOR PARENTING
UNIT IV

JOB SHEET 6: STUDENT/TEACHER EVALUATION FOR JOB SHEET 4

Directions: Circle the correct response (Yes or No) following each statement. If you circle the "No" response, use the comments section to explain why the statement is not true.

		Student Evaluation	Teacher Evaluation	Comments
A.	A community resource which aids parents was identified.	Yes No	Yes No	
B.	Information about this community resource was secured by reviewing materials provided by the teacher or by securing information from library or other related resources.	Yes No	Yes No	
C.	Individuals who might be interviewed to secure additional information were identified.	Yes No	Yes No	
D.	Appropriate procedures as identified by the teacher were followed for setting up an interview.	Yes No	Yes No	
E.	Questions for the interview were formulated using the "Community Resources Summary Sheet" as a guide.	Yes No	Yes No	
F.	An interview was conducted.	Yes No	Yes No	
G.	A personal note of appreciation was written to the person who was interviewed.	Yes No	Yes No	
H.	All information was summarized by completing the "Community Resources Summary Sheet."	Yes No	Yes No	
I.	Information on the "Community Resources Summary Sheet" was reported to the class.	Yes No	Yes No	

SOCIAL RESPONSIBILITY FOR PARENTING
UNIT IV

UNIT TEST

COMPLETION

Supply the word which best completes the thought in the blanks provided.

1. The basic human rights of all children were identified by the _____ General Assembly in 1959 when they adopted the "Declaration of the Rights of the Child."

2. About _____ percent of the world's children live in less developed countries that are unable to feed, house, educate, and protect the health of all their children at even minimally adequate levels.

3. The _____ provider role has become a crucial one for mothers as well as fathers.

4. _____ are legally required to support their minor children.

ESSAY

5. State five reforms that could ease the stresses of the working parent in the United States and bring a more equitable sharing between the family and society of the costs of raising children.

6. Briefly describe three reasons why learning to ask for help may be one of the most important skills that parents can develop.

7. List at least six steps that individuals can take to deal more effectively with agencies, institutions, and professionals.

SOCIAL RESPONSIBILITY FOR PARENTING
UNIT IV

ANSWERS TO UNIT TEST

COMPLETION

1. United Nations

2. eighty

3. financial

4. Parents

ESSAY

5. Answer should include any five of the following reforms as stated in the Information Sheet, Section IV.

   a. Sick leaves that provide for caring for ill members of one's household

   b. Leaves for new parents

   c. Bringing children to work on occasion

   d. On-site day care at the workplace

   e. Flexible work hours so that both male and female employees can be with children when they are most needed

   f. Increasing the number of part-time jobs and upgrading their status so that parents who want to can give more of their time and energy to parenting without sacrificing their opportunities for good jobs and advancement

   g. A shorter workday in order to spread the existing jobs to employ more people

   h. Quality child care for all children of all ages

6. Answer should include any three of the following reasons as stated in the Information Sheet, Section VI.

   a. The area in which parents need the most continuous help is with the "everyday" situations of parenting.

   b. When parents can talk over day-to-day parenting situations, some crises may be prevented by defusing tense situations.

   c. If problems become too much for one to solve with the help of family and friends, one may be directed to existing formal resources - therapists, doctors, social

service agencies, or special problem-oriented organizations such as Parents Anonymous, Parents Without Partners, Ala-teen, etc.

d. As helpful as professionals, agencies, or institutions may be, their usefulness is increased when parents simultaneously get help from the informal resources of local support groups.

e. A deficit in American society is that relatively little energy and money go into preventive and educational resources for parents.

f. Parents who are not experiencing serious problems may end up having to wait until there is almost a crisis situation before they can find an appropriate resource to which they can turn.

7. Answer should include any six of the following steps as stated in the Information Sheet, Section VII.

a. Identify the problem to the best of your ability.

b. Ask someone you know and trust what resources they have used with good results.

c. Look for allies. Several people with related needs may get more action than one parent alone.

d. Write down everything that is pertinent - for example, the name of each organization, its phone number, who referred you, with whom you spoke, and what they said.

e. Make contact by calling or going to the places where help might be available.

f. Continue in your efforts to secure help. If you do not immediately find the right resources or the right person to help you, do not give up.

g. Be open to new sources of information. Examples include libraries, community bulletin boards, churches, schools, local mental health centers, and hot lines.

h. Let your friends help. Ask someone to babysit or to go with you when you visit the professional from whom you are seeking assistance.

i. Ask for referrals if one agency is unable to provide the assistance you need.

j. Don't be intimidated. It can be a sign of strength to reach out for help, just as it is a sign of strength to give help.

CAREER DEVELOPMENT
UNIT V

UNIT OBJECTIVE

After completion of this unit, the learner should be able to name careers that use parenting skills and knowledge, personal qualities that contribute to job satisfaction and success in working with children and/or aging persons, and personal satisfactions that may be realized in these careers. This knowledge will be evidenced by completion of the assignment sheets and job sheet and by scoring at least 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the learner should be able to:

1. Match terms associated with worker mobility patterns to their correct definitions.
2. Name careers that use parenting skills and knowledge.
3. Briefly describe the relationship between training and educational preparation in career mobility patterns.
4. Identify personal qualities which contribute to job satisfaction and success in working with children and/or aging persons.
5. List personal satisfactions which may be realized through working with children and/or aging persons.
6. Obtain information about a career which uses parenting skills and knowledge.

CAREER DEVELOPMENT
UNIT V

SUGGESTED ACTIVITIES

I. Instructor

A. Provide learners with objective sheet.

B. Provide learners with information and assignment sheets.

C. Make transparency.

D. Review unit and specific objectives.

E. Review information and assignment sheets.

F. Provide equipment and materials for job sheets.

G. Prepare learners for carrying out job sheets.

H. Evaluate assignment sheets and job sheets.

I. Give unit test.

J. Evaluate unit test.

II. Learner

A. Read objectives.

B. Study information sheets.

C. Complete assignment sheets.

D. Complete job sheets.

E. Take unit test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objective sheet

B. Suggested activities

C. Information sheets

D. Transparency master

1. TM-V-1: Career Ladders

E. Assignment sheets

1. AS-V-1: Career Ladders and Lattices

2. AS-V-2: Student/Teacher Evaluation for Assignment Sheet 1

3. AS-V-3: Career Maze

F. Answers to Assignment Sheets

G. Job sheets

1. JS-V-1: Career Inquiry

2. JS-V-2: Career Inquiry Summary Sheet

3. JS-V-3: Student/Teacher Evaluation for Job Sheet 1

H. Unit test

I. Answers to unit test

II. References:

A. Books

1. American Home Economics Association. Care and Independent Living Services for Aging. Washington, D.C.: Superintendent of Documents, United States Government Printing Office, 1977.

2. Mid-America Vocational Curriculum Consortium. Occupational Child Development. Stillwater, OK: Oklahoma State Department of Vocational and Technical Education, 1975.

B. Pamphlet

1. "Career Development Ladders." Arizona Department of Vocational Education, Home Economics Education Section, 1333 West Camelback Road, Phoenix, AZ 85013. (mimeographed)

CAREER DEVELOPMENT
UNIT V

INFORMATION SHEET

I. Terms and definitions

A. Occupational clustering - preparing workers for several related jobs through the teaching of common skills

B. Career ladder - the concept of identifying jobs requiring various levels of skills and/or education within a particular career area which illustrates vertical mobility in the career field

C. Career lattice - the concept of having intersections from one career ladder to another illustrating horizontal mobility in the career field

D. Entry level job - a position in which little or no training is required prior to securing employment

II. Parenting skills can contribute to one's employability in the career field of care and guidance of children and care and independent living services for the aging. (TM-V-1; AS-V-1, 2, 3; JS-V-1, 2, 3)

A. Individuals with basic skills may secure entry level jobs, such as:

1. Child Care Aide in Day Care Centers

2. Child Care Aide in Nursery Schools

3. Child Care Aide in Kindergarten or Elementary Grades

(NOTE: There are other job opportunities as identified on TM-V-1.)

B. With additional education and/or training, workers may progress up the career ladder to jobs with more responsibilities and duties, such as:

1. Day Care Supervisor

2. Nursery School Teacher

3. Kindergarten or Elementary Teacher

(NOTE: Other job opportunities are identified on TM-V-1.)

C. Courses in home economics, specifically within the area of human development and the family, provide training for positions beyond the entry level.

III. Training in job clusters provides advantages for both the employer and the employee.

A. Workers prepared for several jobs requiring common skills are able to switch from one job on the career ladder to another which uses the same common skills.

B. Horizontal mobility or "career latticing" enables the worker to change jobs with only a minimal amount of retraining.

IV. There are some common personal qualities which contribute to job satisfaction and success in working with children and/or aging persons.

A. Good general health - mental, physical, and emotional

B. A sincere interest in working with others and helping those within their care

C. Ability to cooperate and get along with others

D. Love and understanding of the individual within their care

E. Flexibility and adaptability

F. Patience

G. An interest for individuals in the age category selected

V. Individuals working with children and/or aging persons may realize many personal satisfactions.

A. Allows opportunity for helping individuals learn and adjust to life

B. Helps one learn to accept individual differences in others

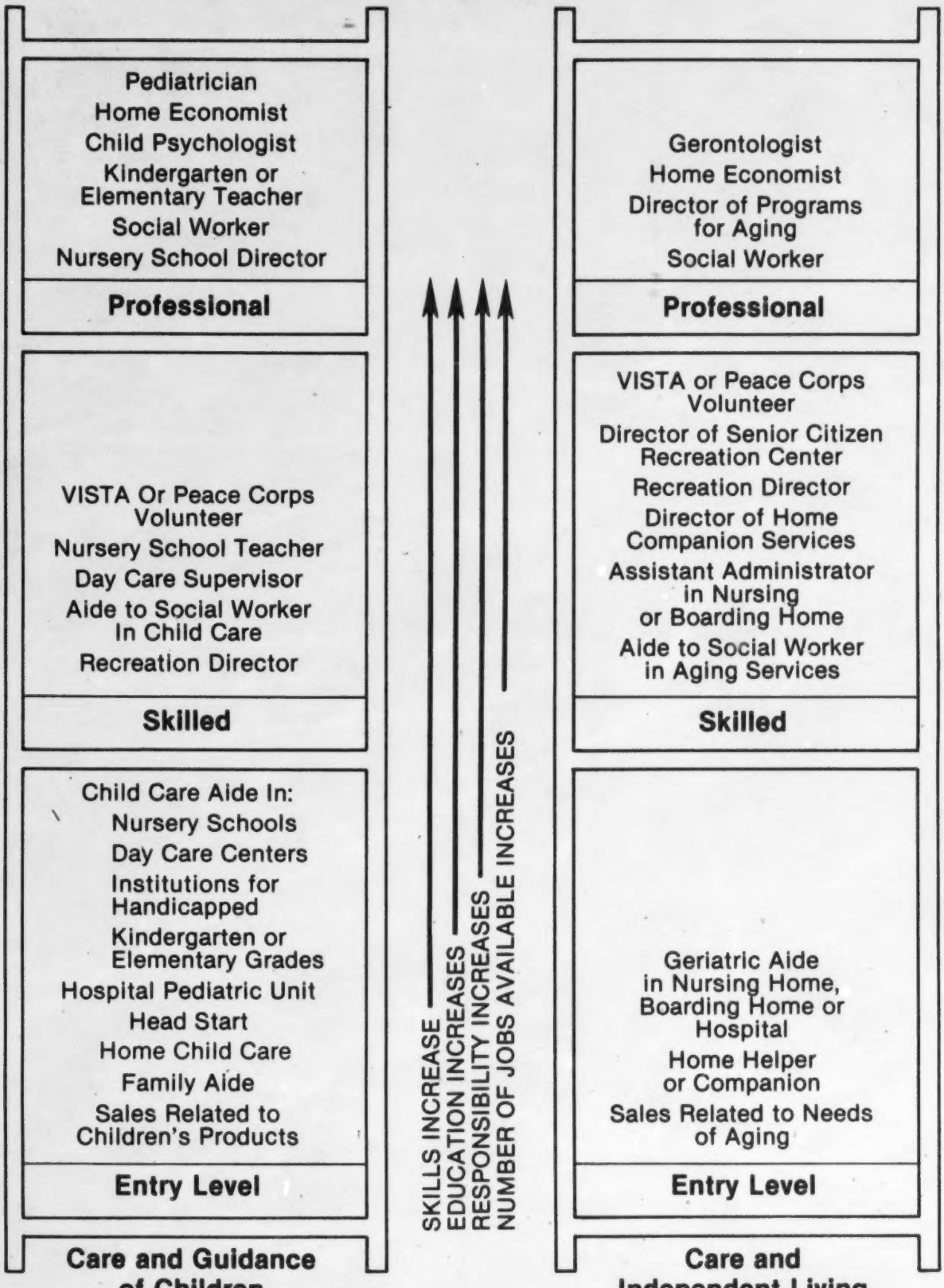
C. Provides income

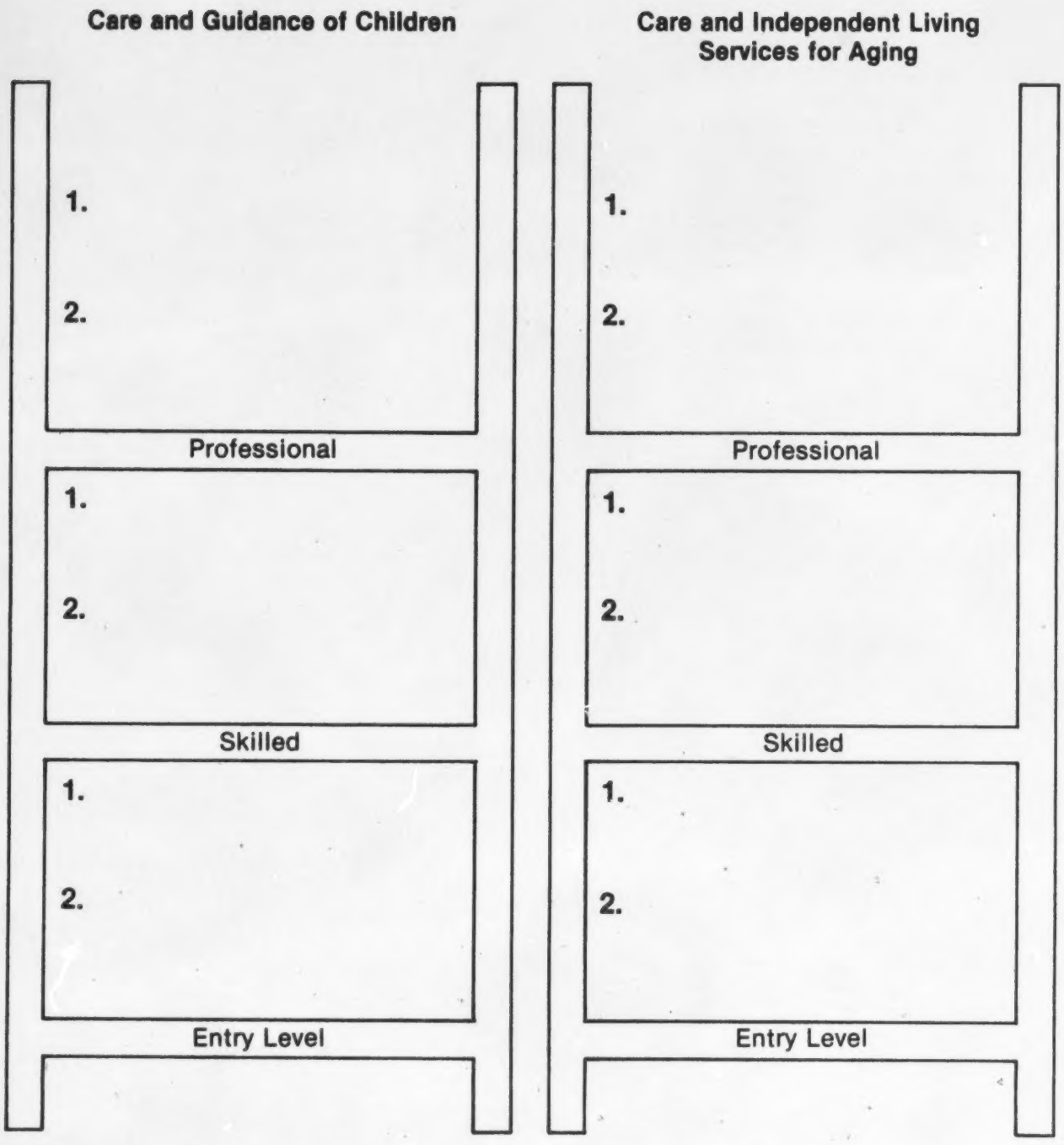
D. Provides opportunity for better understanding of self

E. Gives satisfaction in knowing one is providing a service to others.

TM-V-1

Career Ladders




Care and Guidance of Children
1.
2.
Professional
1.
2.
Skilled
1.
2.
Entry Level
Care and Independent Living Services for Aging
1.
2.
Professional
1.
2.
Skilled
1.
2.
Entry Level

CAREER DEVELOPMENT
UNIT V

ASSIGNMENT SHEET 1: CAREER LADDERS AND LATTICES

Directions: The diagrams on the following page represent career ladders in the fields of Care and Guidance of Children and Care and Independent Living Services for Aging.

1. Use resources provided by the teacher or obtained from library research to determine the variety of jobs available which use parenting skills and knowledge.

2. Based on the information obtained, write the titles of at least two jobs that would be appropriate at each rung based on skill and education requirements.

3. Draw latticing bars or lines to connect jobs on one ladder to jobs on the other ladder that would require common skills.

4. Evaluate your work on this assignment by completing the student section of the Student/Teacher Evaluation for Assignment Sheet 1.

CAREER DEVELOPMENT
UNIT V

ASSIGNMENT SHEET 2: STUDENT/TEACHER EVALUATION FOR ASSIGNMENT SHEET 1

Directions: Circle the correct response ("Yes" or "No") following each statement. If you circle the "No" response, use the comments section to explain why the statement is not true.

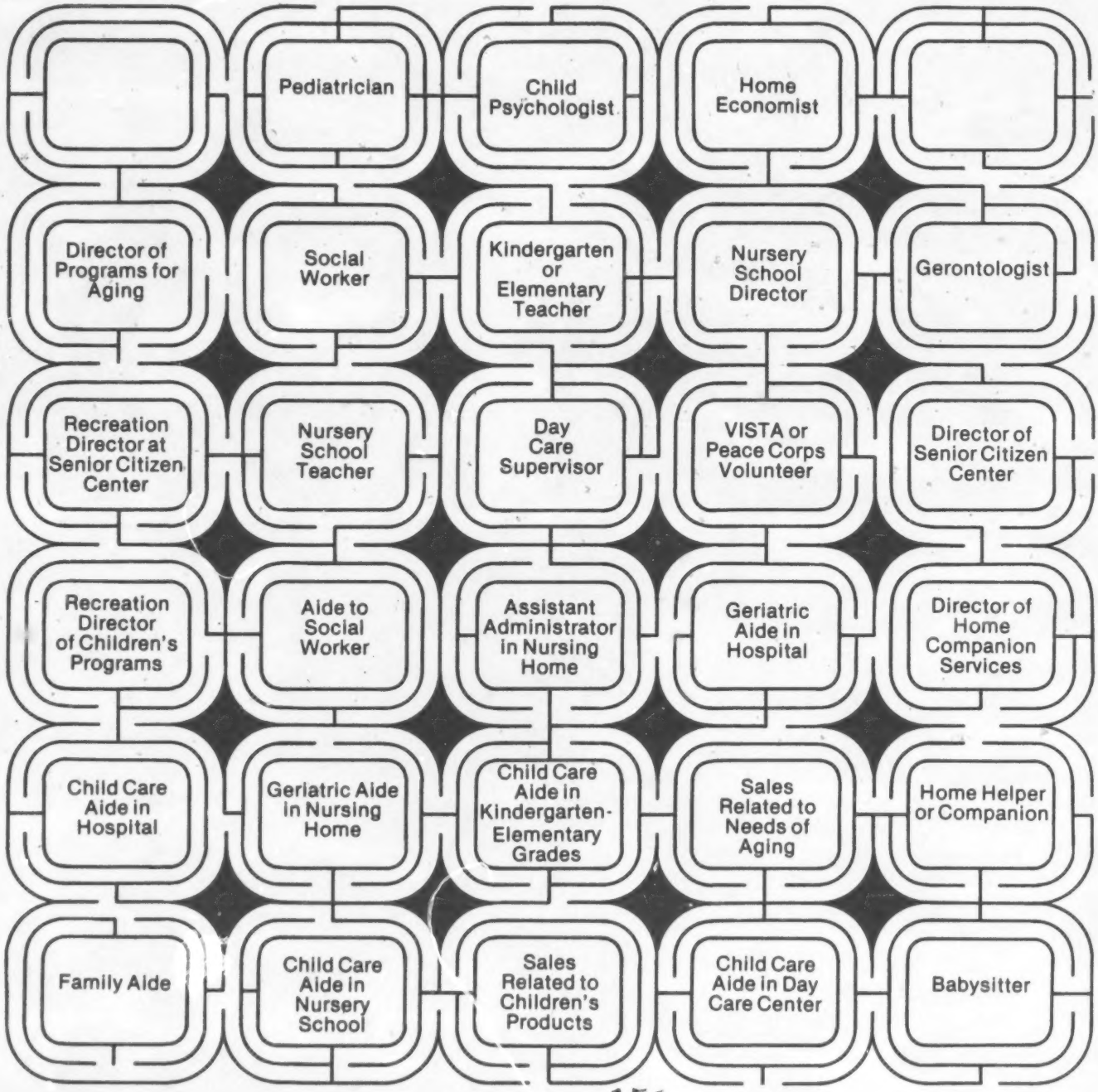
	Student Evaluation	Teacher Evaluation	Comments
A. One or more resources were used to determine the variety of jobs available which use parenting skills and knowledge.	Yes No	Yes No	
B. There are two or more job titles on each rung of the career ladder for Care and Guidance of Children.	Yes No	Yes No	
C. There are two or more job titles on each rung of the career ladder for Care and Independent Living Services for Aging.	Yes No	Yes No	
D. The job titles on each rung of the career ladder for Care and Guidance of Children are appropriate for the levels based on skill and education requirements.	Yes No	Yes No	
E. The job titles on each rung of the career ladder for Care and Independent Living Services for Aging are appropriate for the levels based on skill and education requirements.	Yes No	Yes No	
F. The latticing bars or lines connect jobs on one ladder to jobs on the other ladder that require common skills.	Yes No	Yes No	

Turn in this evaluation to receive the teacher's evaluation.

CAREER DEVELOPMENT
UNIT V

ASSIGNMENT SHEET 3: CAREER MAZE

Directions: As you wind your way through this maze, notice all the job opportunities in the areas of Care and Guidance of Children and Care and Independent Living Services for Aging. You should be able to wind your merry way through in 12 minutes. If you finish in 10, you're doing GREAT. If you finish in less than 10, you're a SUPER SLEUTH.


Pediatrician
Child Psychologist
Home Economist
Director of Programs for Aging
Social Worker
Kindergarten or Elementary Teacher
Nursery School Director
Gerontologist
Recreation Director at Senior Citizen Center
Nursery School Teacher
Day Care Supervisor
VISTA or Peace Corps Volunteer
Director of Senior Citizen Center
Recreation Director of Children's Programs
Aide to Social Worker
Assistant Administrator in Nursing Home
Geriatric Aide in Hospital
Director of Home Companion Services
Child Care Aide in Hospital
Geriatric Aide in Nursing Home
Child Care Aide in Kindergarten-Elementary Grades
Sales Related to Needs of Aging
Home Helper or Companion
Family Aide
Child Care Aide in Nursery School
Sales Related to Children's Products
Child Care Aide in Day Care Center
Babysitter

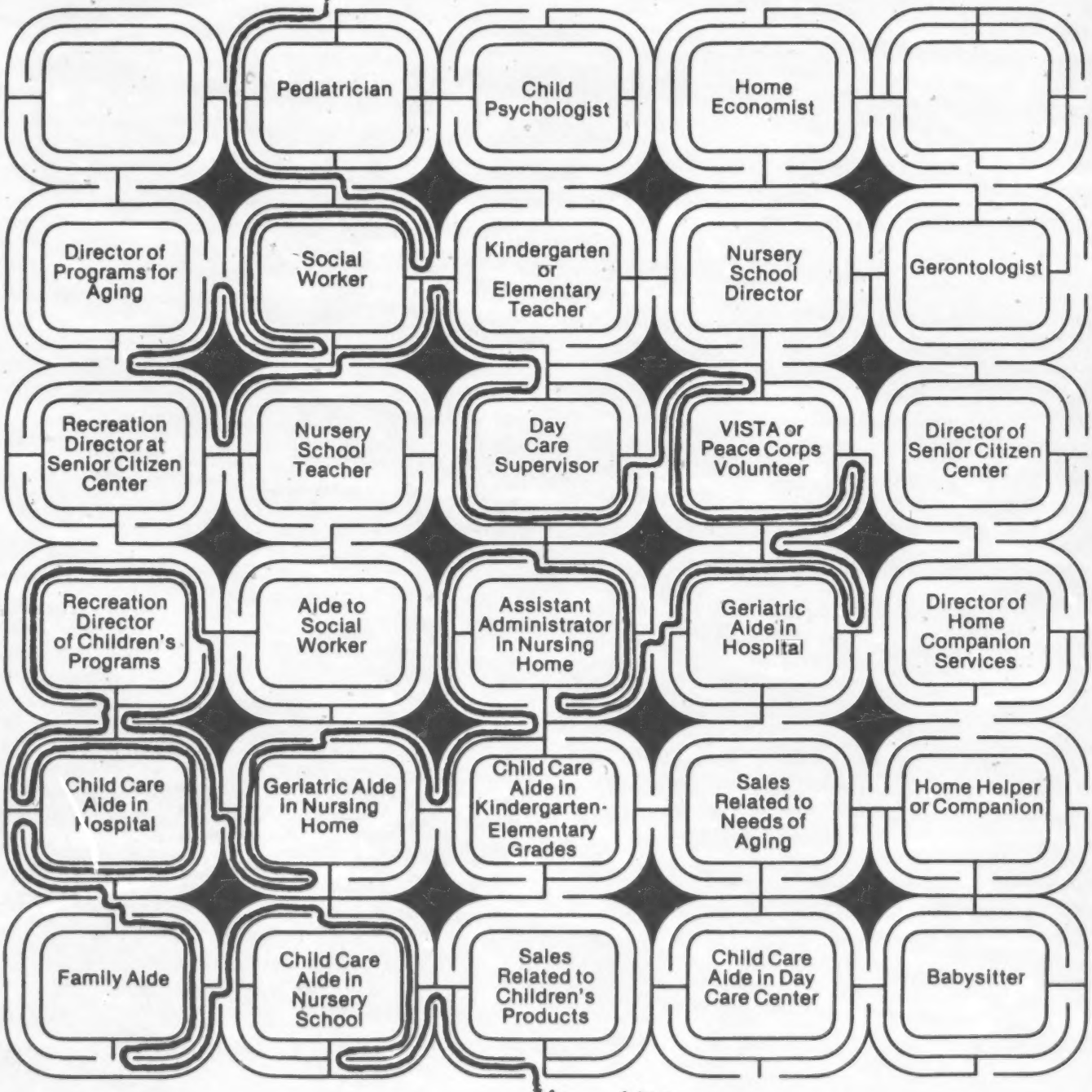
CAREER DEVELOPMENT
UNIT V

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEETS 1 AND 2:

Instructor determines criteria for grading.

ASSIGNMENT SHEET 3:


Pediatrician
Child Psychologist
Home Economist
Director of Programs for Aging
Social Worker
Kindergarten or Elementary Teacher
Nursery School Director
Gerontologist
Recreation Director at Senior Citizen Center
Nursery School Teacher
Day Care Supervisor
VISTA or Peace Corps Volunteer
Director of Senior Citizen Center
Recreation Director of Children's Programs
Aide to Social Worker
Assistant Administrator in Nursing Home
Geriatric Aide in Hospital
Director of Home Companion Services
Child Care Aide in Hospital
Geriatric Aide in Nursing Home
Child Care Aide in Kindergarten-Elementary Grades
Sales Related to Needs of Aging
Home Helper or Companion
Family Aide
Child Care Aide in Nursery School
Sales Related to Children's Products
Child Care Aide in Day Care Center
Babysitter

CAREER DEVELOPMENT
UNIT V

JOB SHEET 1: CAREER INQUIRY

I. Equipment and Materials Needed:

A. JS-V-2: Career Inquiry Summary Sheet

B. Pen or pencil

C. Magazine or newspaper article, publications or books with career information

II. Procedure

A. Identify a career of interest to you which uses parenting skills and knowledge.

B. Secure information about this career by searching through the materials your teacher recommends or by securing information from library resources.

C. Determine whether there are individuals locally in this career field that one might be able to interview.

D. Telephone or write a letter requesting an interview with someone locally in this career.

(NOTE: Check with your teacher for procedures to follow in requesting an interview. A telephone interview might be possible if a person-to-person interview cannot be scheduled.)

E. Use the Career Inquiry Summary Sheet (JS-V-2) as a guide in formulating questions for the interview.

F. Conduct the interview.

G. Followup the interview with a personal note expressing appreciation to the individual you interviewed.

H. Summarize the information obtained from all resources by completing the Career Inquiry Summary Sheet.

I. Evaluate your work on this project by completing the student section of the Student/Teacher Evaluation for Job Sheet 1.

CAREER DEVELOPMENT
UNIT V

JOB SHEET 2: CAREER INQUIRY SUMMARY SHEET

1. Job Title: _____

2. Description of the duties and responsibilities of the job:

_____

_____

_____

3. Education and training required to enter and progress in this career: _____

_____

_____

4. Identify the level on the career ladder at which this job is located: _____

5. Personal qualities that would contribute to a worker's job satisfaction and success in this career: _____

_____

_____

6. Salary range (from beginning salary to top of the salary scale): _____

7. Demand for workers in this career at the present time:

_____

8. Anticipated demand for workers in this career in the future:

_____

9. Personal satisfactions which I might realize from this career:

_____

_____

10. Sources used for conducting this Career Inquiry: (In addition to printed resources list the person(s) interviewed and their job titles.)

CAREER DEVELOPMENT
UNIT V

JOB SHEET 3: STUDENT/TEACHER EVALUATION FOR JOB SHEET 1

Directions: Circle the correct response (Yes or No) following each statement. If you circle the "No" response, use the comments section to explain why the statement is not true.

		Student Evaluation		Teacher Evaluation		Comments
A.	A career was selected for this job sheet which uses parenting skills and knowledge.	Yes	No	Yes	No	
B.	Information about this career was secured by searching through the materials recommended by the teacher or by securing information from library resources.	Yes	No	Yes	No	
C.	Individuals in this career field who might be interviewed were identified.	Yes	No	Yes	No	
D.	Appropriate procedures as identified by the teacher were followed for setting up an interview.	Yes	No	Yes	No	
E.	Questions for the interview were formulated using the Career Inquiry Summary Sheet as a guide.	Yes	No	Yes	No	
F.	An interview was conducted.	Yes	No	Yes	No	
G.	A personal note of appreciation was written to the individual who was interviewed.	Yes	No	Yes	No	
H.	All information was summarized by completing the Career Inquiry Summary Sheet.	Yes	No	Yes	No	

Turn in this evaluation to receive the teacher's evaluation.

CAREER DEVELOPMENT
UNIT V

UNIT TEST

MATCHING

Match the terms in the right-hand column to the correct definitions in the left-hand column. Write the letter of the most appropriate match in the space provided to the left of the numbers.

_____ 1.	The concept of identifying jobs requiring various levels of skills and/or education within a particular career area which illustrates vertical mobility in the career field	a. Occupational clustering b. Career ladder c. Career lattices d. Entry level job
_____ 2.	Position in which little or no training is required prior to secure employment	
_____ 3.	Preparing workers for several related jobs through the teaching of common skills	
_____ 4.	The concept of having intersections from one career ladder to another illustrating horizontal mobility in the career field	

SHORT ANSWER

Briefly write the answer or response in the space provided following each item.

5. Name six careers that use parenting skills/knowledge.

a.

b.

c.

d.

e.

f.

6. Briefly describe the relationship between training and educational preparation in career mobility patterns.

7. Identify five personal qualities that contribute to job satisfaction and success in working with children and/or aging persons.

   a.

   b.

   c.

   d.

   e.

8. List four personal satisfactions that individuals working with children and/or aging persons may realize:

   a.

   b.

   c.

   d.

CAREER DEVELOPMENT
UNIT V

ANSWERS TO UNIT TEST

MATCHING

1. b

2. d

3. a

4. c

SHORT ANSWER

5. Answer should include any six of the careers listed on Transparency Master V-1 or Assignment Sheet 1.

6. With additional education and/or training, workers may progress up the career ladder to jobs with more responsibilities and duties.

7. Answer should include any five of the following personal qualities as stated in the Information Sheet, Section IV.

   A. Good general health - mental, physical, and emotional

   B. A sincere interest in working with others and helping those within their care

   C. Ability to cooperate and get along with others

   D. Love and understanding of the individuals within their care

   E. Flexibility and adaptability

   F. Patience

   G. An interest in working with individuals in the age category selected

8. Answers should include any four of the following personal satisfactions as stated in the Information Sheet, Section V.

   A. Allows opportunity for helping individuals learn and adjust to life

   B. Helps one learn to accept individual differences in others

   C. Provides income

D. Provides opportunity for better understanding of self

E. Gives satisfaction in knowing that one is providing a service to others